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Office of Public Instruction
Ed Argenbright, Superintendent
State Capitol
Helena, MT 59620

FY 1980 Accountability Report

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VOCATIONAL EDUCATION IN MONTANA

ANNUAL ACCOUNTABILITY REPORT FOR FISCAL YEAR 1980

Prepared by:
Office of Public Instruction
Ed Argenbright, Superintendent
Vocational Education Department



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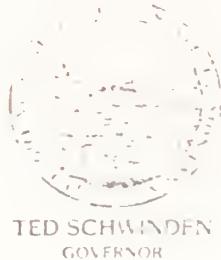
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State of Montana
Office of the Governor
Helena 59620

27
FEB 10 1981
C.R. PELLIS, SECRETARY
C. PELLIS, SECRETARY

February 6, 1981

Mr. Ed Argenbright
Superintendent of Public
Instruction
State Capitol
Helena, Montana 59601

Dear Superintendent Argenbright:

This letter concerns OMB Circular A-95 which provides that my office is to review and comment on state plans or applications that agencies of the state are planning to submit to federal agencies.

Since you are a constitutional, elected official of the state and since you have statutory authority to request and expend federal monies for public schools, it is my view that the clearinghouse requirement under Circular A-95 does not apply to your office. So that there may be no confusion on this point, this letter is provided to you to assure federal officials that I will not offer any comments concerning any plans or applications submitted by you for federal funds. I understand, however, that you will send to my office for information purposes only, a copy of all such plans or applications.

I trust that this letter will serve you with respect to Circular A-95. If you have any problems concerning this matter, please let me know.

Sincerely,

Ted Schwinden
TED SCHWINDEN
Governor

STATE CERTIFICATION
STATE OF MONTANA

I hereby certify:

1. That the Superintendent of Public Instruction in this State is eligible to submit the Accountability Report for Vocational Education as authorized under Part A of Title I of the Vocational Education Act (20 U.S.C. 2301 et seq.);
2. That the Superintendent of Public Instruction has authority under State law to perform the functions of the State under the program;
3. That the State legally may carry out each provision of the foregoing Report;
4. That all provisions of the foregoing Report are consistent with State law;
5. That the State Director/Administrator for Vocational and Occupational Services has authority under State law to receive, hold and disburse Federal funds;
6. That the State Director/Administrator for Vocational and Occupational Services has authority to submit the foregoing Report;
7. That the Montana Office of Public Instruction has adopted and formally approved the foregoing Report;
8. That the foregoing Report is the basis for State operation and administration of the program.

August 13, 1981
Date

Edith G. Miller
Superintendent of Public Instruction

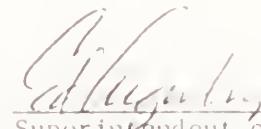
CERTIFICATION BY SUPERINTENDENT
OF PUBLIC INSTRUCTION

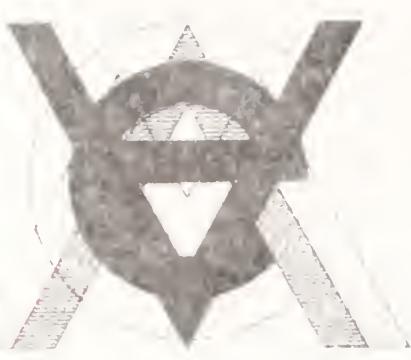
State of Montana

I hereby certify that the attached FY 80 Accountability Report
was adopted by the Superintendent of Public Instruction.

All information and representations contained in the Report have
been coordinated with the agencies, councils and individuals as
required by law and that the final adoption has been made by the
Superintendent of Public Instruction.

August 13, 1981
Date


Ed Flanagan
Superintendent of Public Instruction



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MONTANA ADVISORY COUNCIL FOR VOCATIONAL EDUCATION

October 15, 1981

J. Dennis Sheehy, Specialist
Planning, Federal and State Reports, RCU
Office of Public Instruction
1300 11th Avenue
Helena, MT 59620

Dear Dennis:

The Advisory Council looks forward to a year of productive meetings on the 5-Year and Annual State Plans and the Accountability Report.

Your willingness to meet and work with the Council's State Plan Committee on August 5 and during the upcoming year is appreciated. We shall assist you in whatever way we can to ensure that Montana has compliance documents that serve as true working documents for vocational education in the state.

Attached is a copy of the Council's State Plan and Accountability Committee Review of the FY '80 Accountability Report as approved by the entire Council on October 15, 1981. We hope comments submitted may prove to be of benefit when developing the FY '81 Accountability Report.

Sincerely yours,

Max Koenig

MARY THOMAN
Executive Director

MT:gs

Attachment

MONTANA STATE PLAN AND ACCOUNTABILITY
COMMITTEE REVIEW OF THE
FY '80 ACCOUNTABILITY REPORT

General Comments:

1. A "Recommendations for Improvement of Vocational Education in Montana" section is suggested.
2. The perspective of the Accountability Report might be changed from one of "in-house state office" report to one of more objective "outside analysis" of state accountability for vocational education by involving local vocational education administrators and the Planning Committee on the total process. [Sec. 107 - If agreement is not reached, the State Board (Montana Sole State Agent) is to make final decision, but shall report in the Plan the recommendations rejected and reasons therefore.]
3. The FY '80 Accountability Report places major emphasis on special areas (for compliance reasons) such as disadvantaged, etc., rather than on the total vocational effort in the state.
 - (a) Summarize major findings or recommendations at the end of the report.
 - (b) Coordinate and synthesize the reporting format for special group information.
4. The Accountability Report should assess achievement of the State Plan.
5. Provide complete analysis of data based on available labor supply as well as employment projections on industry demands and vocational program capabilities to allow for more viable planning and accountability reporting. [State Plan, Page 26, "Training opportunities compatible with employment needs of individual entering employment community."] Recommend implementation of the Vocational Education Data System (VEDS) and closer cooperation with SOICC for more reliable data upon which to base decisions and accountability.
6. The goals of state staff service area leaders might tie more closely with the overall state planning goals based on employment projections, funding priorities, existing programs, etc.
7. Develop a consistent format for reporting achievement of goals and accomplishments for each area.
 - (a) Report number, percents and totals collectively and consistently so conclusions may be drawn.
 - (b) Utilize short graphs or tables to present necessary data.

Review of FY '80 Accountability Report
Page 2

Specific Comments:

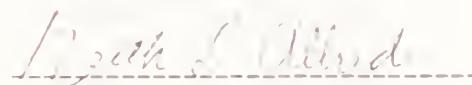
1. Follow-up system and results do not seem to provide meaningful information because not all data was presented and/or because it was only part of a pilot study.
2. Evaluation of programs may be a valuable part of the Accountability Report. How was the evaluation information used to improve the state's programs of vocational education?
3. Research goals mentioned in the Accountability Report should be consistent with proposed research and should contribute to State Plan goals.
4. Job placement information may contribute to the Accountability Report. [State Plan, "program is based on dates of successful job placement of students when they complete instruction."]
5. Public hearings provide a means of obtaining greater "grass-roots" level input into the State Plan and the Accountability Report. Actively solicit more involvement through more public hearings early in the process of development of these reports. Consider conducting local vocational planning administrative workshops in conjunction with the hearings.

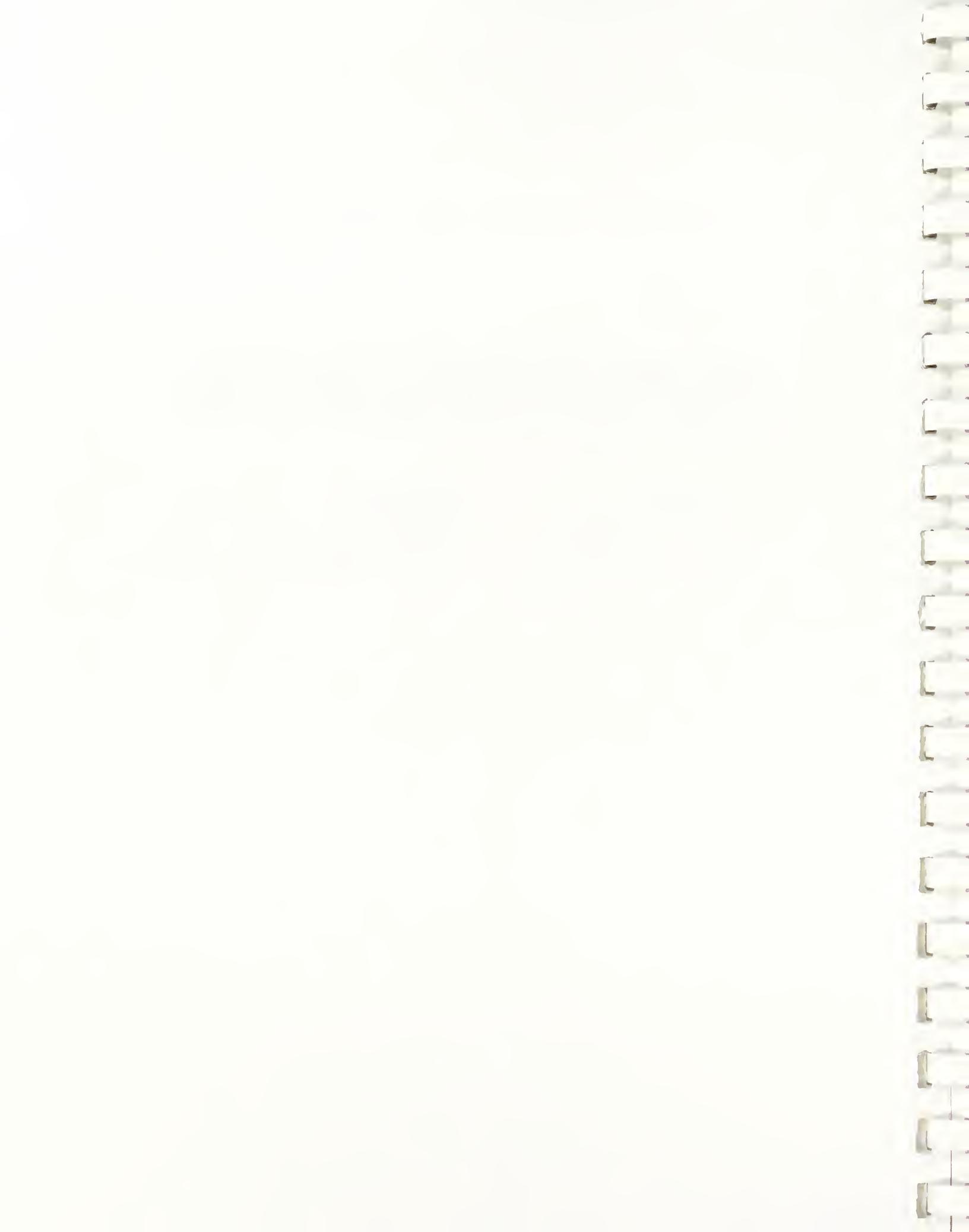
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Certification of Designated Agency Representatives

State of Montana

We certify that as representatives of the agencies, councils and individuals specified in Section 107(a)(1) of Public Law 94-482, we participated in the review and analysis of the 1980 Accountability Report and met as required to discuss this Report and the 1980-82 State Plan.

<u>Signature</u>	<u>Representing</u>	<u>Date</u>
	<u>School Administrators</u>	<u>Aug. 17, 1981</u>
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Certification of Designated Agency Representatives

State of Montana

We certify that as representatives of the agencies, councils and individuals specified in Section 107(a)(1) of Public Law 94-482, we participated in the review and analysis of the 1980 Accountability Report and met as required to discuss this Report and the 1980-82 State Plan.

<u>Signature</u>	<u>Representing</u>	<u>Date</u>
<u>Clark W Cleveland</u>	<u>Montana Vocational</u>	<u>Aug 18, 1981</u>
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Certification of Designated Agency Representatives

State of Montana

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Signature

Representing

Date

John G. Anderson

FAA/VE

Aug 14/81

Certification of Designated Agency Representatives

State of Montana

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<u>Signature</u>	<u>Representing</u>	<u>Date</u>
		
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State of Montana

We certify that as representatives of the agencies, councils and individuals specified in Section 107(a)(1) of Public Law 94-482, we participated in the review and analysis of the 1980 Accountability Report and met as required to discuss this Report and the 1980-82 State Plan.

Signature

Representing

Date

Laurie Ellanger ----- *Governor's Employment & Training Council* 9-8-81

CERTIFICATION OF EQUAL ACCESS

I hereby certify that I have had the opportunity to assist in the development and review of the attached FY 1980 Accountability Report for Vocational Education as required by P.L. 94-482, Section 109, (A) (3)(B), and that it meets the requirements for sex equity and assures equal access to vocational education opportunities as prescribed by Section 104(b)(1)(2); 107(b)(4)(A)(B).

Aug. 15, 1980

Date

Debra T. Leder

Human Potential Development Consultant

CERTIFICATE OF ESTABLISHMENT
OF
STATE OCCUPATIONAL INFORMATION COORDINATING COMMITTEE
STATE OF MONTANA

I hereby certify that the State has established on September 22, 1977, a State Occupational Information Coordinating Committee in accordance with the provisions of Section 161 (b)(2), Vocational Education Act of 1963, as amended by P.L. 94-482.

The following persons have been selected to serve on the Montana State Occupational Information Coordinating Committee:

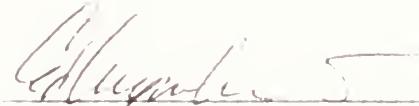
Fred Barrett, Administrator
Employment Security Division
Department of Labor and Industry

Gary Curtis, Executive Director
Employment and Training Division
Department of Labor and Industry

W. R. Donaldson, Administrator
Rehabilitative Services Division
Department of Social and Rehabilitation Services

Ed Argenbright, Superintendent
Office of Public Instruction

August 13, 1981
Date



Superintendent of Public Instruction
Ed Argenbright, Executive Officer

CERTIFICATE OF PUBLIC HEARING AND PUBLIC NOTIFICATION
STATE OF MONTANA

I hereby certify that notification of public hearings was made through advance press releases to daily newspapers.

Public hearings on the FY 1980-82 State Plan for Vocational Education and the FY 1980 Annual Accountability Report were held as follows:

August 26, 1981 5:30 p.m. Helena, Montana

August 13, 1981
Date

Edw. G. W. [Signature]
Superintendent of Public Instruction

n(1)

NEWS

Ed Argenbright Superintendent of Public Instruction

For further information contact:

J. Dennis Sheehy
State Plan/Research/Reports Specialist
Vocational Education Services
449-2087

July 28, 1981

FOR IMMEDIATE RELEASE

Superintendent of Public Instruction Ed Argenbright has announced that the Montana Office of Public Instruction will provide a hearing for public input and comment on the FY 1980 Accountability Report for Vocational Education in Montana and the FY 1980-82 Montana State Plan for Vocational Education in Montana prepared by the Office of Public Instruction, Division of Vocational Services.

The meeting will be held in the Second Floor Conference Room, 1300 Eleventh Avenue Building, Helena, Montana, on August 26, 1981, at 5:30 p.m. All interested parties are invited to attend.

For more information, contact J. Dennis Sheehy, Division of Vocational Education Services, Office of Public Instruction, Room 106, State Capitol, Helena, Montana 59620.

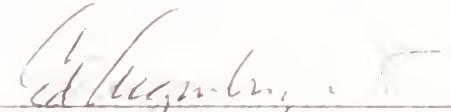
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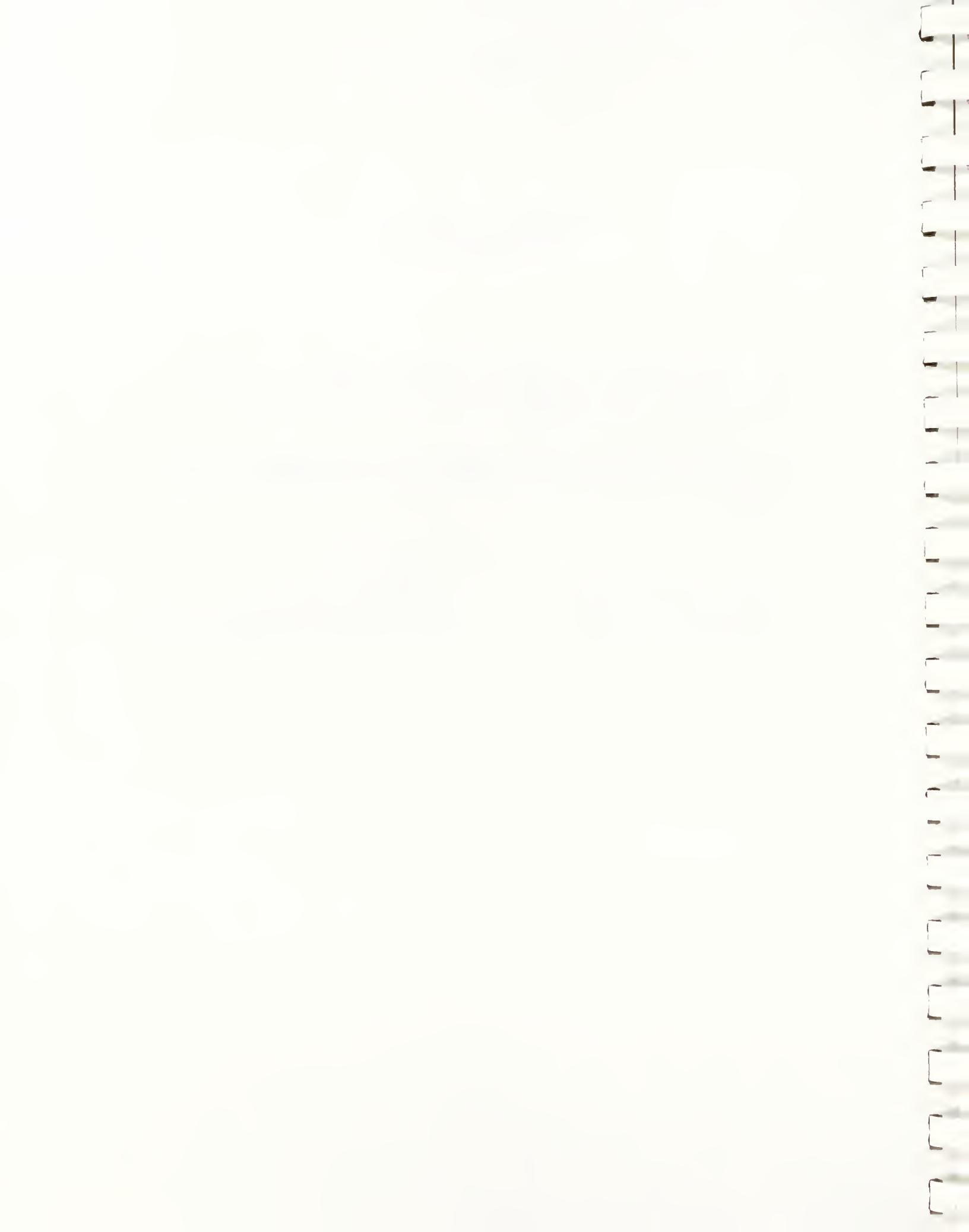
CERTIFICATION OF NOTIFICATION
OF NEED TO ESTABLISH
LOCAL ADVISORY COUNCILS

I, the Superintendent of Public Instruction, certify that eligible recipients have been notified that they must establish a Local Advisory Council for Vocational Education in accordance with Section 105(g) of P.L. 94-482.

And further certify that each eligible recipient receiving assistance under P.L. 94-482 has certified to the establishment of such councils.

August 13, 1981
Date


Ed M. R. Hargan
Superintendent of Public Instruction



INTRODUCTION

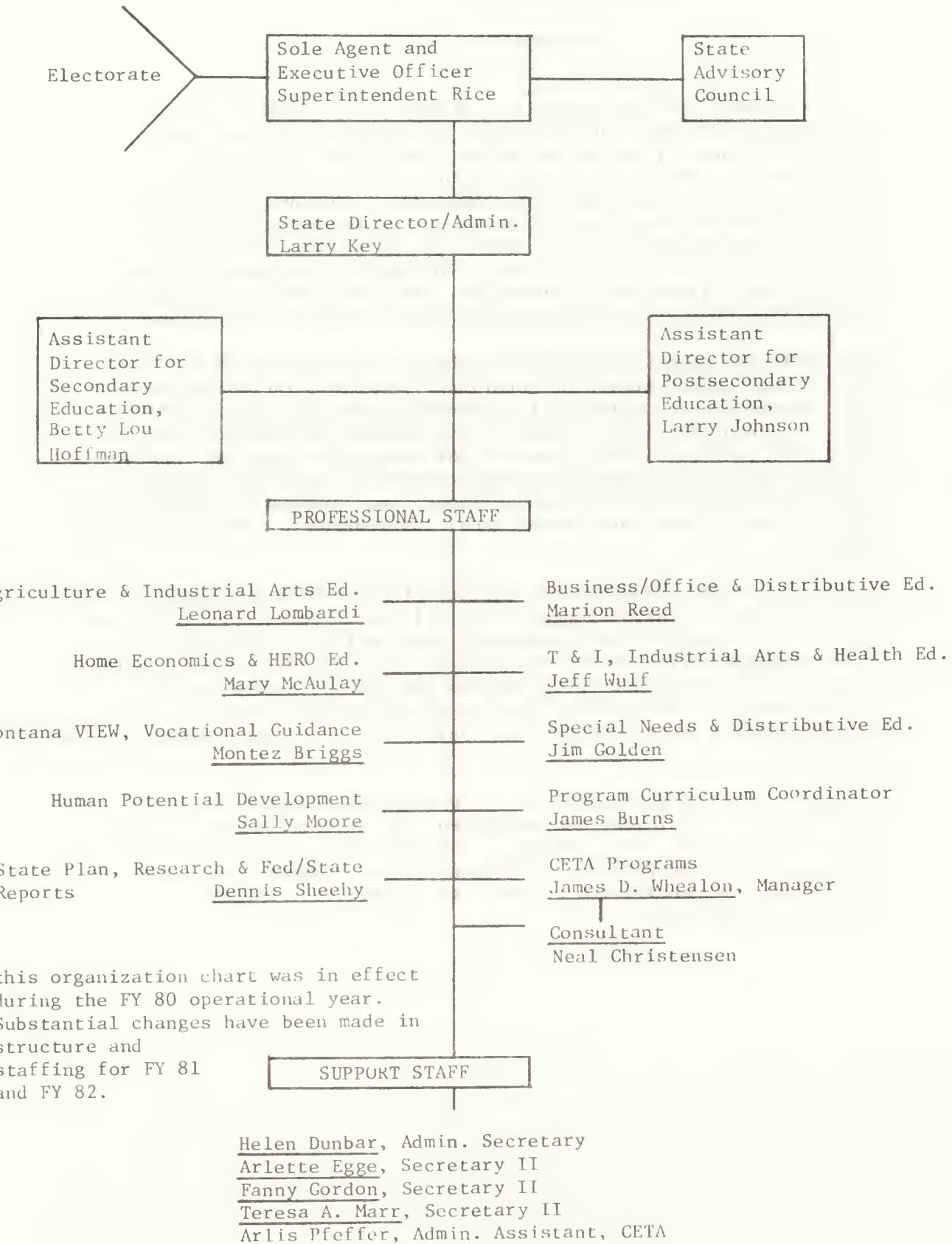
The Fiscal Year 1980 Accountability Report is provided to reflect the operation of vocational education programs in Montana based on the 1980 Annual Plan for Vocational Education. This report is designed to provide data on goals and accomplishments by program, general operations and statistical analysis. The overall goal of the Department of Vocational Services is to provide the resources, assistance and expertise to continue and expand the quality of vocational education in this state. This goal is achieved through the efficient allocation of resources, continued growth and cooperation between many entities associated with vocational education.

During fiscal year 1980, twenty-six thousand eight hundred and sixty-eight students were served by vocational programs, including twenty-two thousand eight hundred at the secondary and four thousand sixty-eight at the postsecondary level. Five hundred and seventy-five projects were completed which involved the participation of one hundred and eight secondary schools, five postsecondary vocational-technical centers, three universities and colleges, two community colleges, two special institutions, one correctional institution and two other state agencies.

Funding for these projects was generated from three basic sources; local, state and federal which provided nine million three hundred sixty-two thousand four hundred and ninety-six; four million four hundred twenty-three thousand three hundred forty-seven; and two million one hundred and fifty-three thousand three hundred and twelve, respectively, for project support. This means that for actual project funding, fifty-nine percent is local, twenty-eight percent is state and thirteen percent is federal.

It should be noted that statistical information supplied is subject to change due to fiscal year-end adjustment but this is the most current data available and little change is anticipated. Also, it should be noted that staffing patterns, philosophies and programs are based on fiscal year 1980 activities and may not currently be the same as supplied in this report.

DEPARTMENT OF VOCATIONAL AND OCCUPATIONAL SERVICES



VOCATIONAL EDUCATION IN MONTANA
ANNUAL ACCOUNTABILITY REPORT 1980

I. Compliance with Stipulated Assurances and Administrative Policies

A major responsibility of a state educational agency is to allocate federal funds for vocational education fairly, efficiently, and in compliance with regulations established by the Department of Education. During FY 80, the Office of Public Instruction of the State of Montana discharged its responsibilities to vocational students of the state and to the Department of Education by complying with each of the assurances given in the state plan. Central to the accountability function were the following features:

- a. Continuous liaison was maintained with the Montana Advisory Council for Vocational Education. The council meets eight times a year. Members of the administrative and program staff of the Office of Public Instruction attend these meetings to provide information and coordination of activities.
- b. All federal and state vocational education funds were distributed on the basis of annual applications which were further documented by annual project reports at the end of the school year.
- c. Schools received federal fund support for vocational education on the basis of strict application of the priority and allocation formulas described in the 1980 Annual Plan. A summary of amounts received by each institution in the state is included.
- d. Assurances regarding fiscal control and account procedures were closely monitored. The State of Montana imposes a handicap on educational agencies by its use of the Statewide Budgeting and Accounting System (SBAS) that is not particularly adaptable to Department of Education requirements.

II. Goals

The following restatements of goals for each vocational skill area are excerpted from Montana's 1980 Annual Plan. The extent to which each goal was achieved in 1980 is stated under accomplishments.

A. AGRICULTURE EDUCATION

Program Description

Vocational Agriculture programs will continue to be offered during fiscal year 1981 at the secondary, postsecondary and adult levels to provide students with entry level and/or advanced technical skills related to agriculture/agribusiness occupations.

Vocational Agriculture is typically offered in grades 9 through 12 at the secondary level and in two-year programs at the postsecondary level.

The majority of Vocational Agriculture programs are in the category of agriculture production, although programs are also offered in the categories of agricultural supplies, mechanization, products, resources, ornamental horticulture and forestry.

Goals and Objectives FY 1980

1. On-site evaluations will be conducted in 20 percent of the 71 secondary vocational agriculture programs by FY 81. An evaluation will be conducted with the cooperation of the MACVE and local advisory committee.
2. Since the supply of agricultural education completers is not meeting the current manpower needs, at least one new program will be started at the secondary level.
3. Develop and implement a student follow-up. At least twenty (20) secondary vo-ag programs will be requested to provide student follow-up information to the Office of Public Instruction. Follow-up data is currently available from the vocational-technical centers.
4. To increase the membership in FFA to 2,300 members by FY 81.
5. To increase the female enrollment in vocational agriculture, teachers will be provided with resources for evaluation of curriculum and instructional materials, classroom strategies, and activities to make teachers and students aware of the behaviors and attitudes that perpetuate sex role stereotyping and develop barriers to individual career choices.

Accomplishments

1. On-site evaluations were conducted at nine vocational agriculture programs in FY 80 (13% of the Vo-Ag programs). In addition, 18 programs were reviewed (visited) by the Vo-Ag consultant and all programs submitted a self-evaluation to the Office of Public Instruction.

2. Three high schools added vocational agriculture to their curriculum in FY 80: Westby, Colstrip and Judith Gap.
3. A student follow-up for Vocational Agriculture was developed; however, it was not implemented. A secondary vo-ed follow-up project, which included ideas from the Vo-Ag follow-up, was funded instead to include all of secondary vocational education. Four high schools (all four offer vo-ag) piloted the follow-up data collection system.
4. The goal of increasing FFA membership to 2,300 members was not achieved. The FFA membership for FY 80 was 2,105. The membership goal was not reached primarily because of the declining high school enrollments throughout Montana.
5. A study was conducted to determine why nontraditional students do or do not enroll in vocational agriculture and home economics. The results of this study were presented to the Vo-Ag teachers in a workshop. In addition, materials designed to assist the teacher in eliminating sex role stereotyping have been distributed to the Vo-Ag teachers.

B. DISTRIBUTIVE EDUCATION

Program Description

The objectives of Distributive Education in Montana are to prepare students for entry-level employment in marketing and distributive occupations, to upgrade the skills of employed workers, and to provide students with postsecondary training below the baccalaureate level in Distributive Education. The curriculum is designed to provide instruction in the areas of Marketing, Merchandising, and Management and involves programs at the secondary and postsecondary levels of education.

All secondary level Distributive Education programs are currently classified as General Merchandising because they are all general in nature. This is unsatisfactory however, since General Merchandising is only one of a total twenty-two distributive occupations currently assigned Office of Education codes. Although there are common competencies needed for all distributive occupations, efforts will be made during fiscal year 1980 to individualize instruction to meet the needs of individual students and their chosen occupational areas of study.

Since data on expansion and replacement needs in General Merchandising is not available, the sum total of expansion and replacement needs for all distributive occupational areas has

been taken into consideration. Using these figures, there is indication that formal secondary and postsecondary training programs can supply only 13.4% of the demand requirement. The obvious conclusion is that all areas of Distributive Education in Montana are greatly under supplied with trained workers.

Goals and Objectives Fiscal Year 1980

1. A formal comprehensive team evaluation of 20 percent of the Distributive Education programs is projected to be accomplished during fiscal year 1980.
2. Emphasis will be made on maintenance of quality in all existing Distributive Education programs.
3. Regional workshops will be held for teacher-coordinators on establishment and utilization of local advisory councils.
4. Encouragement of teacher-coordinators to develop curriculum guidelines to derive maximum use of DECA chapter activities in aiding students in establishment and attainment of their occupational goals.
5. Initiate procedures leading toward the implementation of standards for program approval.

Accomplishments

1. The position of Marketing/Distributive Education and Cooperative Education consultant was re-established from October 1980 through June 1981.
2. On-site team evaluations were accomplished at the following programs: Baker High School, Flathead High School, Missoula Sentinel High School and Bozeman Senior High School. This reached the 20 percent goal.
3. An in-service was provided to assist teacher-coordinators in maintaining current and quality educational materials in all existing Distributive Education programs.
4. Efforts were made to expand and continue the development and use of local advisory councils.
5. Information on D.E. program requirements and standards for program approval has been disseminated to the D.E. personnel. At this time, there are no procedures being implemented for developing new standards for a D.E. program.

C. HEALTH OCCUPATIONSProgram Description

The health occupation programs are offered at the secondary, postsecondary and adult education level. Secondary programs provide the student with basic courses and skills for entry-level employment as a nurse's aide/attendant. Career exploration of health-related occupations is also included. The program consists of classroom, laboratory, and clinical experience in a health agency. There will be only one program of this type (at Missoula) available to secondary students in Montana. The projected estimated enrollment will be 25. Postsecondary programs consist of respiratory therapy technician, operating room technicians, dental assistants, nurse's aide/attendant, and practical nursing courses. On successful completion of these programs, the students will be prepared for entry-level employment in the chosen area.

The practical nursing programs are approved and accredited by the Montana State Board of Nursing and the student is eligible to take the state board examination for licensure as a L.P.N. The employment rate for students that complete these programs is near 90 percent.

Goals and Objectives for FY 1980

1. The Department of Vocational Education will become active in evaluating the position of Practical Nursing Education in Montana.
2. Resources and direction will be provided by the Department of Vocational Education to Practical Nurse educators for developing objectives, curriculum, and standardizing programs.
3. Develop a time frame for implementing standards and curriculum revision in Health Occupations educational programs.
4. Evaluate all Health Occupations educational programs during Fiscal Years 1980 and 1981.
5. Develop standards and criteria for Health Education instructors.
6. Provide opportunities for Health Occupation educators to attend meetings and workshops to discuss the future of Practical Nursing education in Montana and the national scene.

7. Develop an informational exchange with educators, institutions, health agencies, governmental agencies involved in the delivery of health care.
8. Inform the community (local and state) of the current position of the Department of Vocational Education on Health Occupations education.

Accomplishments

1. Close watch was kept during fiscal year 1980 on the various efforts which may result in changes in practical nursing in Montana. State staff and a person on contract participated in nursing task force sessions and provided input for vocational education. Discussions were initiated about how vocational education programs could respond in the event changes do occur.
2. Activities toward this goal were limited to accommodating requests from the field and work on standardization of the practical nursing programs.
3. The practical nursing programs underwent curriculum standardization during fiscal year 1980. Assistance was provided to the staff consultant for curriculum. Adoption timelines were established after the final draft was approved.
4. No postsecondary center evaluations occurred in fiscal year 1980, so no Health Occupations Education programs were evaluated other than for curriculum revision.
5. No progress toward this goal besides continuing discussion of the topic.
6. To partially meet this goal, a variety of meetings were held during the sectionals of the Montana Vocational Association Conference in October.
7. No new efforts were initiated, but ongoing communication was continued.
8. No steps have been taken other than to inform persons contacted that contracted consultant services were available and that correspondence will continue to be handled.

D. CONSUMER AND HOMEMAKING EDUCATIONProgram Description

Consumer and Homemaking Education prepare youth and adults (both male and female) for the occupation of homemaker; to assist consumers; to enhance the quality of personal and family life; and help improve home environments. During fiscal year 1980, the consumer homemaking program components shall include, but are not limited to: Family and Parenthood Education, Child Development, Food and Nutrition, Consumer Education, Housing and Interior Environments, Management of Resources and Clothing and Textiles.

The need for an extensive Family Life, Parenthood Education and Consumer and Homemaking Education program is apparent when one reviews Montana's vital statistics for 1977. This statistical report released in 1979 by the Department of Health and Environmental Sciences reflects that Montana's divorce rate continues to exceed the national average. Out-of-wedlock births increased from 1219 in 1975 to 1469 in 1977. One half of these babies were born to teenage mothers. In 1977, 34.7% of the abortions performed in Montana involved women under 20.

Goals and Objectives for FY 1980

1. Comprehensive evaluation of 20 percent of all reimbursed consumer and homemaking programs.
2. Encourage Consumer and Homemaking instructors to increase the involvement of their advisory council in curriculum revision, in evaluating existing programs and in developing long-range plans for program expansion.
3. A workshop for Consumer and Homemaking instructors will be conducted on mainstreaming students in Home Economics. Participants will be instructed in the positive management of mainstreamed home economics students; evaluate curriculum materials; and develop curriculum materials plus developing procedures for their use and evaluation. Results will be disseminated statewide.
4. Area inservice workshops for Consumer and Homemaking instructors will be conducted during FY 1980 with the support of Section 150 funds.

5. Initiate procedures for the development of guidelines for the distribution of funding for consumer and homemaking programs in economically depressed areas.

Accomplishments

1. During FY 80, thirteen percent of all approved Consumer and Homemaking programs were formally evaluated.
2. Working with home economics teachers to encourage and increase involvement of the local advisory council in the home economics program is a continual goal.
3. Eight inservice area workshops were offered to Consumer and Homemaking instructors. Various topics were addressed, including: techniques for teaching parenting skills, designing a practical arts program for grades 7 through 9, and a home economics curriculum update.
4. During FY 80, eight home economics instructors developed a Vocational Home Economics Curriculum Guide containing flow charts and learner outcomes for the five basic areas on home economics. This publication was distributed statewide.
5. This goal has been accomplished. A system for distribution of Section 150 funds to consumer homemaking programs in economically depressed and high unemployment areas was devised and implemented.

E. WAGE EARNING HOME ECONOMICS

Program Description

Wage Earning Home Economics programs prepare students for entry-level employment in Home Economics Wage Earning Occupations; provide student with postsecondary training; and to upgrade the skills of employed workers. In Montana, the Home Economics Wage Earning program contributes to the employment needs in Child Care; Clothing Management, Production and Service; Food Management, Production and Service; and HERO (Home Economics Related Occupations).

Secondary schools providing training in Wage Earning Occupations show a slight increase over last year. There are currently eighteen funded programs and the fiscal year 1980 enrollment is projected to stabilize at 850 students. Several schools plan to implement Wage Earning programs in 1980.

Goals and Objectives for FY 1980

1. Comprehensive evaluations of 20 percent of all reimbursed Wage Earning Home Economics programs is projected to occur.
2. Encourage Wage Earning Home Economics instructors to increase the involvement of the advisory council in curriculum revision, in evaluating existing programs, and in publicizing the program.
3. Area inservice workshops for all Wage Earning Home Economics education instructors will be conducted.
4. Provide information and inservice training for instructors with wage earning classes at the secondary level to better understand the integration of the vocational student organization, HERO, as an integral part of the program.
5. Implement a standardized vocational education follow-up system of Home Economics Wage Earning students in Montana secondary schools.

Accomplishments

1. Through the team evaluation process, three (16%) of the funded wage earning programs were formally evaluated. Consultant reviews were also made on three other programs during the year.

Accomplishments

2. Working with home economics teachers to encourage and increase involvement of the local advisory council in wage earning programs is a continual goal.
3. Five regional workshops were conducted and program offerings were designed based on input solicited from home economics instructors.
4. Efforts were made to train instructors on integrating HERO, the vocational student organization, into wage earning programs through on-site visits by the state adviser to programs and university methods classes to provide inservice training.
5. This goal was partially accomplished. A follow-up system was developed and field tested by four school districts in FY 80. The project is being pilot tested in eight school districts during FY 81.

F. BUSINESS AND OFFICE EDUCATIONProgram Description

The primary purpose of Business and Office Education is to provide instruction in business-related courses and experiences that will enhance opportunities for students seeking employment in the business community. It is also the purpose of Business and Office Education to provide adequate instruction for initial employment and to upgrade presently employed persons for advancement in jobs that facilitate the function of the office.

Notable elements that relate to quality programs in Business and Office Education are:

- instructors' competencies
- advisory committee involvement
- student organizations
- adequate facilities
- up-to-date modern equipment
- vocational objectives
- effective guidance and counseling

Eighty-three secondary Business and Office programs are presently being funded. In order for a secondary program to be considered an approved vocational Business and Office program it must contain at least the basic business core (typing, accounting, shorthand, and other related courses). It must then be completed or capped with a course that integrates all the skills learned in the basic core.

The "capstone" course (integrated skills course) is the only part of the program that is considered for funding.

The three classes that are usually approved as capstone courses are: Secretarial Office Practice, Clerical Office Practice and Simulated Model Office. In some instances other titles are approved if they meet the criteria for a capstone course.

The instruction in the capstone course must include the following (not limited to): Office functions, records management, communication and basic language skills, production typing, machine transcription, receptionist and telephone training, business machines and math, human relations, and job search techniques. Other desirable units of instruction might include keypunch training and the concepts involved in word and data processing. A two-hour block of time for the capstone course is encouraged.

Postsecondary Business and Office programs are offered at all five of the vocational-technical centers as well as the community colleges.

The postsecondary schools provide training across a wide variety of fields including bookkeeping, accounting, business data processing, general clerical, stenographer, secretarial and related typing, and key punch.

Successful adult programs, although not funded at present with vocational earmarked monies, are offered in many schools across the state.

There are presently business teacher education programs at Montana State University, University of Montana, Northern Montana College, Western Montana College, and Eastern Montana College. All four train business teachers, but only Montana State University, University of Montana, and Northern Montana College offer the classes necessary for the graduates to become vocationally certified.

Goals and Objectives FY 1980

1. Improve the quality of the capstone courses being approved for funding.
 - a. After reviewing the FY 80 project applications, letters will be sent to projects that have been funded in the past but are on the borderline of not meeting the criteria for approval. The letter will place the project on probation for one year and give suggestions of how to upgrade the capstone course. If the course is not upgraded, then funding will be withdrawn for FY 81.
 - b. Follow-up visits will be made to the projects on probation to give help and assistance to the instructors.
 - c. Make sure all Business and Office teachers are certified and vocationally approved.
2. Evaluation of twenty percent of Business and Office programs.
 - a. The consultant for Business and Office Education will evaluate approximately 17 programs by way of special vocational evaluation teams or in cooperation with Northwest Accreditation.
3. Provide inservice and preservice training for Business teachers.
 - a. The Office of Public Instruction will work with the University of Montana in providing a workshop on typewriter maintenance and repair. This will be offered to Business teachers at eight different locations in order to help meet the maintenance and repair needs in rural areas.
 - b. The Office of Public Instruction and the Montana State University will review and revise (with input from teachers) the Montana Business Education Curriculum Guidelines (if funds permit).
4. Increase the number of OEA chapters.

- a. Presentations will be made to schools and students that have indicated an interest in OEA. These presentations will be made by the state officers. They will explain what OEA is and also the benefits derived from belonging.
- b. A program will be instituted by which each chapter will be requested to make contact with neighboring schools and make presentations about OEA.

5. Increase the number of males that participate in the capstone courses.

- a. The Business and Office Education consultant will work with the Human Potential Development consultant in developing ideas to attract males to these programs.
- b. Encourage business teachers to submit ideas or success stories on how they have encouraged males to attend the typical female capstone courses.

Accomplishments

1. All programs were reviewed. The probationary items for FY 80 were corrected and new items were identified. Many programs were visited and efforts are being made to improve the probationary areas. This is a continuing goal.
2. Sixteen programs were formally evaluated and twenty-three programs informally evaluated. This represents 47 percent of the approved programs.
3. Regional workshops were conducted as well as the typewriter repair workshop continued and the reprographics class continued. The Business Education Curriculum Guidelines are being reviewed and revised.
4. There were no new secondary OEA chapters in FY 80 but there was a slight increase in the membership.
5. The number of males in capstone courses increased slightly during FY 80.

G. TECHNICAL EDUCATIONProgram Description

Technical Education Programs in Montana are two years in length and are conducted only at the postsecondary level. Funded programs are located at Butte, Helena and Missoula Vocational-Technical Centers. These programs include Civil Engineering Technology, Electrical Technology, Industrial Electronics Technology and Electro-Mechanical Technology.

Technical Education objectives are generally the same as Trade and Industrial Education programs with the main difference that the content in technical programs stresses the underlying mathematical and scientific principles involved. Technical education graduates work in direct support of professional persons at a level between semi-skilled and professional. They are involved in analysis, design, testing and experimentation - functions usually not the primary tasks of trade and industrial or other vocational graduates.

General information about Technical Education programs is the same as the narrative and program goals for Trade and Industrial Education.

H. TRADE AND INDUSTRIAL EDUCATIONProgram Description

Primary objectives of Trade and Industrial Education in Montana are to prepare students for entry into employment, and to upgrade the skills of employed workers in fields of work classified as trade and industrial, such as Auto Mechanics, Carpentry, Electronics and many others. The curriculum is built around the skills and knowledge needed on the job and also provides for the development of safety judgment, trade ethics, personal traits, and leadership abilities.

Secondary programs are conducted primarily for students in grades 11 and 12 who will be equipped with minimum entry-level skills upon completion. Trade and Industrial Education programs serve as the top end of an overall industrial education sequence that includes Industrial Arts. Industrial Arts Education begins at the elementary level and provides awareness of industry and occupations,

leads to exploratory experiences using the materials, processes, and tools involved, and may provide pre-vocational experiences through specialized instruction similar to the basics of Trade and Industrial courses.

The key elements that distinguish secondary Trade and Industrial programs from the specialized Industrial Arts programs are:

1. Vocational objectives;
2. Content derived from job requirements;
3. Facilities and equipment similar to that encountered on the job;
4. Scheduling of block periods to allow time for indepth instruction;
5. Instructors with trade experience and vocational coursework; and
6. Integration of vocational student organization activities into the program.

In FY 1980, secondary Trade and Industrial program applications will be reviewed on the basis of new program guidelines which will be effective in FY 1980. These guidelines along with the addition of Industrial Arts to the list of fundable programs will bring about a major recategorization of industrial education programs in Montana high schools. This year will be one of transition in that programs not fully meeting T & I guidelines will be notified of deficiencies which either need to be overcome by next year or the program might not be approved. Schools will have another option if participation in funding assistance is desired - that of reorganizing to meet the Industrial Arts funding criteria. This may well be more in line with the objectives of the schools involved.

The number of programs of Trade and Industrial Education is expected to level off at about one half the number approved before implementation of the new guidelines. About 115 T & I programs are anticipated in FY 80.

A booklet entitled "Guidelines for Vocational Education Programs in Montana" has been compiled and sent to all school districts. This contains requirements and other information which should be a valuable resource to local vocational education coordinators.

Postsecondary Trade and Industrial Education is conducted at the state's five vocational-technical centers, three community colleges, and one four-year institution which conducts certificate and associate degree programs as well as Trade and Industrial teacher education. State and federal vocational funding of regular postsecondary programs is limited to the vocational-technical centers. These centers offer programs in seventeen different occupational headings from air conditioning to watchmaking. Students may prepare for employment, upgrade skills, learn new skills, or cope with educational handicaps during training.

Adult programs of Trade and Industrial Education are offered by many schools in Montana to provide upgrading of skills and preparation for employment. State and federal funding is not expected to be available during the fiscal year 1980 at the adult level, but program consultative assistance is offered to encourage continuity of adult programs.

Related instruction for apprenticeship programs is conducted jointly by local districts and the Joint Apprenticeship and Training Councils in the community. Facilities, equipment and, in many cases, instructors are supplied by schools with costs shared by the Joint Apprenticeship and Training Councils. Record keeping for apprentices is handled by the State Apprenticeship Bureau. The state staff consultant for Trade and Industrial Education serves as an ex officio member of the State Apprenticeship Council. Procedures for funding of apprenticeship programs are the same as for other adult vocational programs. Funding from state and federal sources for apprenticeship programs is not projected for fiscal year 1980.

Trade and Industrial teacher education is conducted at Northern Montana College. Funding from federal sources is provided upon approval of applications submitted for projects which meet specific objectives.

Trade and Industrial Education programs in Montana strive not only to develop student trade skills and knowledge but personal traits as well. As an integral part of the program, activities of the local VICA (Vocational Industrial Clubs of America) chapter provide the means for individuals to develop confidence, positive self-concept, and attitudes that make them better employees, citizens and leaders in their chosen occupational fields.

Goals and Objectives FY 1980

1. Evaluate 20 percent of the Trade and Industrial Programs.
 - a. During the year the state consultant will coordinate team evaluations in 30 programs in cooperation with other vo-ed evaluators and Northwest Accreditation teams and submit final reports and recommendations to the schools involved and to the vo-ed files in the state office.
2. Develop a curriculum guide for Trade and Industrial Programs.
 - a. Fund and assist the curriculum project which has been started by Northern Montana College and finish work in the areas of auto body repair, welding, machine shop, carpentry and drafting.
 - b. Improve the format for the final printed guide in preparation for printing next year.
3. Standardize curriculum in programs conducted at more than one of the vocational-technical centers.
 - a. Establish a working relationship with the new curriculum consultant, assist with standardization efforts, and coordinate these efforts with the curriculum development projects that are being conducted.
4. Implement new guidelines for Trade and Industrial Programs.
 - a. Send letters to all programs regarding their status with respect to requirements and recommend courses of action.
 - b. Respond to requests for assistance as they arise; visit twenty programs during the year.
5. Increase student participation in activities of the Vocational Industrial Clubs of America.
 - a. Provide information to instructors about methods of utilizing VICA as an integral part of the program.

- b. Assist ten schools with the organization of new chapters.
 - c. Contract with individuals for help with conferences and other activities to maintain services to the organization.
- 6. Provide inservice training to Trade and Industrial teachers to keep them current with industry.
 - a. Assist in planning and fund teacher education projects that provide inservice, especially in fast-changing areas of electronics, auto emission control systems, and energy conservation.
 - b. Help arrange factory workshops in conjunction with professional meetings and conferences.
- 7. Implement the improved system for vocational education instructor certification.
 - a. Assist the Division of Certification and Accreditation in finalizing the centralization of teacher certification for vo-ed teachers in one office, Certification Services.
 - b. Notify all teachers of industrial education of their status and steps to remedy problems if any exist.
- 8. Promote sex fairness in all Industrial Education programs.
 - a. During proposal reviews, make certain that schools have outlined specific activities to help eliminate sex bias and barriers to enrollment; spot check twenty programs to see if progress is made.
 - b. During the scheduled evaluations of Trade and Industrial programs, assess what exists and make recommendations.
 - c. Help the consultant for Human Potential Development identify model programs and disseminate information about their practices.
 - d. Assist Montana State University with its project to survey existing programs to identify current situations. Evaluate the results and plan further steps.

- e. Integrate into planned meetings and workshops presentations which address the need to take positive steps toward the evaluation of bias and stereotyping in Industrial Education programs.
- f. In curriculum development projects slated to be conducted this year, review drafts to assure proper language and inclusion of appropriate information.

9. Promote active advisory committees for all programs.

- a. Help the State Advisory Council for Vocational Education distribute the new Guide for Local Advisory Committees which is designed to help local programs use advisory committees to full advantage.
- b. Review at least thirty programs to ascertain the level of committee involvement and make recommendations.

10. Assist local programs coordinating with Manpower programs (CETA).

- a. Upon request assist local programs in improving their relationships with CETA programs and employment offices.

11. Assist local programs in meeting the needs of disadvantaged and handicapped Trade and Industrial Education students.

- a. Work with local districts upon request to help them develop Special Needs programs for individuals who need help in order to succeed in their vocational program.
- b. Assist the consultant for Special Vocational Needs in the operation of funded programs in at least eighteen schools.
- c. Assist in making schools aware of the availability of funding to help them cope with special education students mainstreamed into their Trade and Industrial programs. In districts which have identified needs assist with the development of proposals.

12. Gather follow-up information from all Trade and Industrial Education programs.
 - a. Assist with the development of a follow-up procedure to be utilized by local districts in conducting follow-up of program graduates.
 - b. Make schools aware of the need for program follow-up and the fact that these will be required starting next year.

Accomplishments

1. Forty-six programs were evaluated during the year which represented about 25 percent of all funded programs. Additionally, thirty-one consultant reviews were made to schools during the year.
2. No Trade and Industrial curriculum work was undertaken during the year.
3. Standardization of the three auto mechanics programs was 75 percent completed during fiscal year 1980.
4. During review of fiscal year 1980 secondary project proposals, the status of all programs was determined. Numerous Trade and Industrial Education programs were recategorized because they did not meet guidelines; others were put on probation for a year.

Thirty-one programs were visited during the year to provide assistance; assistance was provided by phone or mail to approximately seventy other schools.

5. Mailings and/or on-site presentations were made to numerous schools and resulted in the organization of twelve new VICA chapters during the year. Existing clubs were assisted in making fuller use of available programs as an integral part of instruction.

While the state consultant reduced the percentage of time spent with VICA activities, contracted services helped maintain the level of activity attained in past years.

6. Teacher education projects were developed and conducted to provide inservice to teachers. Montana State University conducted technical workshops at numerous locations in the state.

7. No progress was made on this goal during the year. This remains a priority.
8. While the activities listed were for the most part undertaken during the year, there still does not exist a way to identify positive results. It is evident that awareness exists among Trade and Industrial Education teachers, but enrollment effects are not resulting as yet, probably due to other constraints which may be beyond control. Efforts will continue.
9. The "Guide for Local Advisory Committees" has been widely distributed. In-office and on-site reviews of programs specifically included a look at advisory committee utilization. Follow-up recommendations have been made.
10. Requests for assistance were handled by providing information and by referring individuals to the staff CETA consultants.
11. All goals met or exceeded.
12. The Montana State University project to develop follow-up materials for local schools completed the pilot test stage. Further refinements will be accomplished before dissemination of materials.

INDUSTRIAL ARTS

Accomplishments

1. This goal was met in that recategorization of programs was accomplished, however numerous programs were given a year to respond by either fully implementing a T & I program or designing their instruction along the new guidelines for industrial arts. Of necessity, the complete phase-in of the system will take another year.
2. Workshops were held in three locations, with five more planned, on the topic of conducting an occupationally oriented Industrial Arts program. Work was started on a guide which will be completed in fiscal year 1981. Industrial Arts teacher educators have been made aware of the purposes of the Industrial Arts funding setup and have begun responding through curriculum modification.

3. The projected research to determine the status of Industrial Arts in the state was not undertaken pending the completion of regional and national projects now in progress.

I. COOPERATIVE VOCATIONAL EDUCATION GOALS AND RATIONALE

The Cooperative Vocational Education method provides instruction through a joint agreement between a school and a public or private employer by which required academic courses and related vocational instruction are combined with a paying job in a related occupational field. The two experiences are planned and coordinated by the school and the employer so that each contributes to the student's education and employability.

The cooperative method enables the student to work in an actual job setting, to gain skills relevant to a career, to explore employer-employee relationships, to adopt positive attitudes toward work and production, to gain the benefit of earning wages, and to gain an understanding of how his or her studies in the classroom relate to an actual career. By providing the actual experience of working for an employer, the student's future job placement may be facilitated, and the gap between vocational education and the world of work may be more effectively bridged.

Difficulties that must be overcome in developing a cooperative training program focus on a greater expenditure of time and energy on behalf of the actual instructors and their school administrators. They must effectively handle conflicts in class scheduling, transportation problems, limitations in placement opportunities--especially in small rural communities, contacts with employers, and instructor-student-employer relationships. Students are paid at least at the legal minimum hourly wage rate while they are working under the cooperative agreement.

Although the demand is high for this type of training program, sufficient funds are not available through local, state and federal sources. Therefore, cooperative programs may decrease over the next five years.

COOPERATIVE VOCATIONAL EDUCATION FUNDING

Cooperative programs will be funded on the same basis as regular vocational programs during fiscal year 1980.

Twenty percent of all approved programs will be evaluated during fiscal year 1980 to comply with federal requirements.

The Superintendent of Public Instruction assures that funds under the basic grant (Section 120 of the Act) will be used for grants to local educational agencies for establishing or expanding cooperative vocational education programs with the participation of public and private employers, when these programs are generally described in the approved Five Year State Plan and the annual program plan.

The Superintendent of Public Instruction in review of local applications shall give priority for funding cooperative vocational education programs to local educational agencies in areas of high rates of school dropouts or youth employment.

WORK STUDY

In establishing funding priorities for Montana's Five Year Plan for Vocational Education, it was determined that continued funding of work-study programs would not constitute the most prudent or effective use of vocational education funds. This determination remains in effect for fiscal year 1980 but is subject to annual review by the Superintendent of Public Instruction.

Goals and Objectives FY 1980

1. Team evaluation of twenty percent of the Cooperative Education programs is projected to be accomplished during FY 1981.
2. Develop vocational Cooperative Education program standards for special needs students.
3. Upgrade existing Cooperative Education programs so that they meet vocational Cooperative Education standards for program approval.
4. Revise and update the Cooperative Education Coordinators' handbook.
5. Initiate procedures for the development of new program standards for Cooperative Education on the secondary, postsecondary and collegiate level.

Accomplishments

1. Revision of the Cooperative Education Coordinators' handbook has been completed and will be issued to all Cooperative Education programs during the Fall of 1981.

J. VOCATIONAL GUIDANCE GOALS AND RATIONALE

The Department of Vocational and Occupational Services of the Office of Public Instruction has identified the following components as those which comprise a quality system of vocational guidance and counseling. These components include the facilitation of student self-awareness as to interests, abilities, aptitudes, aspirations and values; provision of specific and relevant information about the world of work; development of decision making skills by which to narrow career options to an occupational choice; identification of sources of financial aid; and follow-up studies as to student educational and vocational placement.

Efforts will be made to develop and disseminate an up-to-date statewide occupational information system and to provide minimal inservice training on the basics of vocational guidance on a regional basis in 1980.

Beginning in 1980, it is anticipated that funding will be available to provide in-depth training for counselors. This training will emphasize student self-awareness, assessment, decision making and employability skills and will be offered through university level extension courses and short-term workshops. Along with training, other ongoing efforts will continue, such as providing occupational information and resource materials.

Also beginning in 1980, contingent upon sufficient funding levels, a directory of postsecondary occupational training opportunities in Montana will be disseminated; a circulating library of resource materials will be implemented; and scoring for Differential Aptitude Tests will be partly funded.

Counselors at the secondary level have identified sources of financial aid available to students and should be prepared to refer students to the appropriate source.

Follow-up studies of secondary level students will be accomplished through the complete Management Information System now being developed by the Department of Vocational and Occupational Education of the Office of Public Instruction. Planning efforts in the area of guidance and counseling will be greatly facilitated when educational and vocational placement information is known.

Goals and Objectives FY 1980

1. Promote student self-awareness programs.
2. Provide specific and relevant information about the world of work.
3. Encourage development of decision making skills by which to narrow career options to an occupational choice.
4. Stress follow-up studies as to student educational and vocational placement.

Accomplishments

1. Goals were met through on-site visitation with counselors and state workshops. These goals interface with the Montana VIEW Program; goals two and three are specifically covered in that program. Emphasis has been placed on follow-up as counselors and administrators were contacted.

K. MONTANA VIEW

Program Description

Montana VIEW (Vital Information for Education and Work --formerly known as Project VIEW) is a career information delivery system which assists students in determining their future educational and occupational goals. Information on over 350 employment positions is provided on microfilm. The material is presented in an easy-to-read form, and the microfilm reader has been designed to be utilized independently by students or in a classroom setting.

Employment opportunities in Montana are constantly changing as are the skills, knowledge and training required for particular positions. Individuals of both sexes and all racial and ethnic backgrounds are beginning to choose occupations with less regard for

their physical characteristics and more concern for their abilities and aspirations. These factors highlight the need for a systematic approach to maintaining a current bank of occupational and educational information (Montana VIEW).

Goals and Objectives FY 1980

1. On-site visitations will be conducted at twenty percent of existing VIEW programs and at each new program.
2. Nonparticipating schools will be contacted either through workshops, personally, by telephone or letter to explain advantages of the VIEW program and encourage participation.
3. Work with the Department of Labor and Industry, Director of the Educational Information Center, and private professional and industrial sectors to collect current data.
4. Work with the Apprenticeship Bureau to obtain information on occupations for apprenticeship in Montana and disseminate materials to schools.
5. (a) Help inform both men and women of the availability of apprenticeship programs.
(b) Work with counselors and teachers in demonstrating ways VIEW materials can be used with mainstreamed special needs students.
6. Provide counselors with information, training and materials which reflect changing work patterns and nontraditional occupational trends during FY 80.

Accomplishments

1. Forty-six on-site visits were made to schools participating in the VIEW program. Also, a number of counselors and career education teachers were contacted during state regional workshops.
2. Schools not participating in the VIEW program were contacted resulting in requests from all districts in the state to participate.

3. In a cooperative effort with the Department of Labor and Industry and funding through Montana SOLCC we updated all VIEW material, printed it on hard copy and distributed to both user and new programs. Through vocational guidance we funded a project for the Educational Learning Center to pilot test thirteen schools with a computer delivery system. All occupational information has been updated.
4. Current information has been collected on apprenticeship programs in Montana and will be prepared for dissemination at the beginning of school in the fall.
5. (a) (Covered under accomplishment number four.)
(b) VIEW materials have been placed with some special needs coordinators to provide handicapped and/or disadvantaged students with occupational information to assist in career choices.
6. Counselors were encouraged to direct students into nontraditional vocational education classes.

L. SPECIAL DISADVANTAGED/DISADVANTAGED AND HANDICAPPED PROGRAMS

Special Disadvantaged (Section 140) Funds

Many secondary schools which are located in areas of high unemployment and high dropout rates lack vocational training programs due to high start-up and equipment costs. Those schools in which vocational programs do exist frequently lack the funds to upgrade existing programs. To overcome these obstacles, Special Disadvantaged funds will be used to fund three projects during FY 80 in which disadvantaged youth in areas of high dropout rates and/or high unemployment rates may acquire entry-level employment skills. School districts will be encouraged to form consortiums in order to share facilities, resources, and equipment where it is geographically feasible. Funding for these projects will be limited to one-year duration and will be designated to meet up to 100 percent of the start-up costs involved. Each district or consortium of school districts that receives funding for the training program in its area will be required to make prior assurance to continue local funding of the program for an additional three years following the withdrawal of state vocational education support. The agreement will be qualified, however, by a statement that such an assurance is based upon the program meeting certain requirements during an evaluation to be completed at the end of the first year by the parties involved. Three Special Disadvantaged projects will be started in fiscal year 1980.

Polson High School will receive a \$28,000 grant to initiate an ornamental horticulture project which is intended to provide entry-level skills for employment in the orchards of Lake and Flathead Counties. This program will serve 40 students.

Hot Springs High School in Sanders County is located in an area of high youth unemployment. A \$20,000 grant will be made to this district to purchase automated teaching systems. These systems will provide prevocational Trade and Industry training for 37 students.

A \$20,000 grant will be made to Eureka High School to upgrade equipment and curriculum in the areas of Drafting, Metalworking, and Auto Mechanics. Two hundred and sixteen students will be involved in these programs.

Disadvantaged Programs Funded with Set-Aside Monies

Meeting the vocational education needs of disadvantaged students in rural areas of Montana continues to be high on the list of Special Needs priorities. The following goals are based upon this premise:

1. Assessment of each rural high school's disadvantaged student's abilities, interests and vocational training needs.
2. Vocational guidance will be provided for each disadvantaged student to insure appropriate vocational training on a secondary or postsecondary level.
3. Secure follow-up information on each Special Needs student upon completion of the special program.
4. Provide rural high school administrators with information relative to the availability of Special Needs funding and the subsequent application process.
5. Encourage school districts to form consortiums in order to share facilities, resources, and equipment where it is geographically feasible.

The following programs are projected to serve disadvantaged students during fiscal year 1980:

1. The Montana Probation and Parole Bureau will be granted \$31,928 for the excess costs of a program to provide pre- and post-release vocational guidance to those who are or have been incarcerated at Montana State Prison. An estimated population of 120 will receive the services of this program.
2. A consortium of four high schools--Red Lodge, Bridger, Belfry and Joliet--will share prevocational automated teaching programs. A grant of \$45,489 for excess costs will be made to this consortium to serve sixty students.
3. Great Falls secondary schools will be granted \$81,827 to compensate for the excess costs of operating vocational programs in an alternative school for 200 dropouts and teen-aged mothers.
4. The Salish-Kootenai Community College will continue to offer Forest, Fisheries, and Wildlife Management courses to 35 Native Americans. A grant of \$33,247 will pay the excess costs of operating this program.
5. Swan River Youth Forest Camp will be allocated \$49,000 to upgrade existing Trade and Industry programs to serve 100 students.
6. Opheim, Peerless and Nashua High Schools as a consortium will continue to offer small engine repair, home maintenance and business and office education for 120 students at an excess cost of \$33,702.
7. Lambert, Savage and Richey High Schools will add diesel instruction to the existing automated teaching system and will continue to offer business and office education to 26 disadvantaged students. The program excess costs have been determined to be \$35,000.
8. Automated Teaching in prevocational trade and industry will continue to be offered in the Scobey, Flaxville and Outlook consortium to serve 85 students at an excess cost of \$35,000.

Handicapped Programs Funded with Set-Aside Monies

Systems of assessment of a handicapped student's vocational interests, aptitudes and psychomotor abilities are almost nonexistent in Montana. The following goals are intended to improve this situation.

1. Encourage rural high schools to establish consortiums to provide thorough assessment in the following areas:
 - a. Individual Achievement Test
 - b. Psychological function
 - c. Physical examination
 - d. Work attitude and aptitude evaluation (psychomotor)
2. Utilize assessment data to assist the development of the Individual Education Program for appropriate training and employment assignments.

The following programs are projected to serve handicapped students during fiscal year 1980:

1. Granite County High School will provide vocational guidance to fourteen handicapped students with a \$15,879 grant to meet the excess costs of the project.
2. Flathead High School will provide tutorial services for thirty-two handicapped students. A \$41,308 grant will be awarded this school to pay the excess costs of the program.

Accomplishments

Special Disadvantaged

The goals contained in the 1980 Vocational Education State Plan specified three programs which would be supported during 1980. These three programs were funded and the objectives of each project were met.

Polson High School received a grant to initiate a horticulture program. Disadvantaged and handicapped students were provided the opportunity to obtain entry-level skills within this occupational area.

Hot Springs, an area of high youth unemployment was awarded a grant to implement business and office skill development programs for twenty disadvantaged students. Instructional material and equipment was updated.

Approximately one hundred economically and academically disadvantaged students participated in a funded project in a predominately isolated lumber community of Eureka. Equipment for drafting, metal work and auto mechanics was upgraded to provide students with competitive entry level skills.

Disadvantaged Projects

Thirteen disadvantaged projects were supported with Section 120 and 130 funds. Four of these projects were developed in rural areas, providing vocational or prevocational instruction on a scheduled and shared basis. Approximately 465 students were served in these four programs during the year. Two projects were located on Indian Reservations - one serving limited English speaking students and another providing entry level skills to students in Fishery, Wildlife and Forestry Management.

Handicapped Projects

Twelve handicapped projects were supported with Section 120 and 130 funds. A teacher education program providing inservice programs for special education instructors in adapting equipment for various types of handicapping was supported. Also, in a cooperative arrangement with Montana Easter Seal Society and several school systems an evaluation center was supported. This system has assisted school districts in developing and placing students in vocational skill development programs. Approximately 314 students participated in programs.

M. PROGRAM IMPROVEMENT AND SUPPORTIVE SERVICES

Research Coordinating Unit

Funds made available to Montana under Section 130 of P.L. 94-482 will be used for support of a Montana Research Coordinating Unit and for contracts by that unit in accord with a comprehensive plan of program improvement.

Use of Funds for Research Programs

From the funds applied to the Research Coordinating Unit, monies will be set aside for research activities in the areas of:

1. Applied research and development in vocational education;
2. Experimental, development and pilot programs and projects designed to test the effectiveness of research findings, including programs and projects to eliminate sex bias and sex role stereotyping;
3. Improved curriculum materials for presently funded programs in vocational education and new curriculum materials for new and emerging job fields, including a review and revision of any curricula developed to insure that such curricula do not reflect stereotypes based on sex, race, or national origin;
4. Projects in the development of new careers and occupations such as:
 - a. Research and experimental projects designed to identify new careers in such fields as mental and physical health, crime prevention and correction, welfare, education, municipal services, child care, and recreation, requiring less training than professional positions, and to delineate within such career roles the potential for advancement from one level to another;
 - b. Training and development projects designed to demonstrate improved methods of securing the involvement, cooperation, and commitment of both the public and private sectors toward the end of achieving greater coordination and more effective implementation of programs for the employment of persons to prepare professionals (including administrators) to work effectively with aides; and
 - c. Projects to evaluate the operation of programs for the training, development, and utilization of public service aides, particularly their effectiveness in providing satisfactory work experiences and in meeting public needs; and
5. Dissemination of the results of the contracts made pursuant to paragraphs (1) through (4), including employment of persons to act as disseminators, on a local level, of these results.

Research Goals

The major emphasis for the use of research funds for the planning period will be in the areas of applied research and development, experimental, developmental, and pilot programs. The data requirement specified by P.L. 94-482 necessitate that current information gathering systems be revised and expanded to provide necessary information for the annual and the five year plan, the annual accountability report, implementation of the State Occupational Information Coordination Committee, and development and implementation of fiscal accounting procedures to provide accountability in the use of vocational education funds.

Use of Funds for Exemplary and Innovative Programs

Montana's prime thrust in the application of Exemplary funds will be to develop and implement training opportunities for persons in the sparsely populated rural areas of the state. The use of funds available under Section 130 of the Act for Exemplary Projects will be directed towards educational concepts which exhibit a high degree of creativity and innovation. These elements of creativity and innovation must endeavor to resolve a vocational education problem common to a major geographic portion of population of the state. Another thrust in the application of Exemplary funds will be to fund projects which will develop in-depth assessment of vocational interests and abilities of the disadvantaged and handicapped. A grant to the Helena Easter Seal Center during fiscal year 1979 will be continued to demonstrate to small rural high schools methods of assessing individual achievement, psychological evaluation, work attitudes and aptitude evaluation (psychomotor).

Exemplary funds will also be used to develop and implement training opportunities for persons in the sparsely populated rural areas of the state. It has been ascertained that Section 120 set-aside funds have been meeting the needs of the economically disadvantaged in the urban centers which have vocational training facilities to meet the needs of persons desiring such training. The unskilled worker and the unemployed individual's needs are apparently being met through the Montana Employment Service and the CETA programs throughout the state. The Limited English Speaking populations represent .95 of one percent of the total population of Montana. The needs of this population can be met through the Disadvantaged set-asides monies. Project VIEW, Career Education and Human Potential Development, segments of the Office of Public Instruction, are involved in broadening the occupational aspirations and opportunities of all youth in Montana. One means of providing training opportunities for persons in sparsely populated

rural areas is the utilization of mobile classroom units. Indications are that the vocational areas of Trade and Industrial Education, Distributive Education, and Business and Office Education readily lend themselves to this method of providing vocational education. Consideration is currently being given to the funding of a consortium of schools for three mobile units in the aforementioned vocational areas.

Funds Under Exemplary Programs May be Used as Follows:

1. In programs to assess vocational attitude and aptitudes;
2. In programs to develop training opportunities for:
 - a. Persons in sparsely populated rural areas (including the seven Indian reservations); and
 - b. Individuals migrating from farms to urban areas;
3. In programs to develop high quality vocational education programs for urban centers with high concentration of:
 - a. Economically disadvantaged individuals;
 - b. Unskilled workers; and
 - c. Unemployed individuals.
4. In programs of effective vocational education for persons of limited English-speaking ability.
5. In establishment of cooperative arrangements between public education and manpower agencies; designed to correlate vocational education opportunities with current and projected needs of the labor market;
6. In programs designed to broaden occupational aspirations and opportunities for youth, especially for youth who have academic, socio-economic, or other handicaps. These programs include:
 - a. Programs and projects to familiarize elementary and secondary students with the broad range of occupations for which special skills are required and the requisites for careers in those occupations; and
 - b. Programs and projects to facilitate the participation of employers and labor organizations in postsecondary vocational education.

Every contract made by a Research Coordinating Unit for the purpose of funding exemplary and innovative projects shall:

1. Give priority to programs and projects designed to reduce sex bias and sex stereotyping in vocational education;

2. To the extent consistent with the number of students enrolled in private nonprofit schools in the areas to be served, whose educational needs are of the type which the program is designed to meet, make provision (in accordance with the requirements set forth in Section 104.533) for the participation of these students in the program; and also
3. Provide that the federal funds made available for exemplary and innovative programs to accommodate students in nonprofit private schools will not be commingled with state or local funds.

Application Procedures

Applications for Exemplary grants will be submitted to the State Director of Vocational Education. The applications will adequately describe:

1. The nature and purpose of the project;
2. The procedures which explain how the goals and objectives will be achieved;
3. How the results will be utilized;
4. Dissemination procedure of results;
5. Budget sheet with justification of specific line items; and
6. Qualifications of personnel.

Application Approval or Disapproval

The recommendation of the Division of Program Development will be presented to the Program Review Committee of the Department of Vocational and Occupational Education.

Use of Funds for Curriculum Development Programs

Funds made available for Research Coordinating Unit for curriculum development programs will be expended for:

1. Development and dissemination of vocational education curriculum materials for new and changing occupational fields;
2. Development and dissemination of vocational education curriculum materials for:
 - a. Handicapped
 - b. Disadvantaged persons (other than handicapped persons);
 - c. Persons of limited English-speaking ability;

3. Development and dissemination of curriculum and guidance and testing materials designed to overcome sex bias in vocational education programs;
4. Support services designed to enable teachers to meet the needs of the individuals enrolled in vocational education programs traditionally limited to members of the opposite sex; and
5. Development and dissemination of other curriculum materials designed to improve the state's vocational education programs.

The existing liaison with the Northwest Curriculum Management Center, a part of the National Network for Curriculum Coordination, will continue to provide the bulk of curricula materials utilized within the state. However, the Distributive Education Instructional Materials Laboratory will continue to be funded to provide a curriculum resource to all coop teachers in the state. Other available funds will be used for revision of curriculum materials to eliminate sex role stereotyping.

Vocational Personnel Development Programs and Services

Nature and Purpose of Vocational Personnel Development Programs

Activities will be encouraged which not only help provide an adequate supply of vocational education teachers but will also promote high quality in both new and experienced teachers and administrators.

FY 80 Goals and Objectives for Personnel Development

Goal

To improve the quality of instruction in vocational programs by providing relevant inservice and preservice training.

Objectives

1. Update resources, materials and equipment in teacher education departments. (preservice)
2. Provide inservice workshops for vocational instructors and administrators that meet identified needs. (inservice)
3. Provide technical assistance to vocational student teachers during their student teaching experience. (preservice)

4. Provide technical assistance to first year vocational teachers. (inservice)
5. Provide consultant service and technical assistance to vocational student organizations. (preservice - inservice)

Accomplishments

All goals and objectives were met for Program Improvement and Teacher Development Programs in FY 80.

III. HUMAN POTENTIAL DEVELOPMENT

Equal access to vocational programs is a reality in Montana but ~~the~~ sex stereotypes and biases are slow to disappear.

All program evaluation instruments and project proposal application forms have been reviewed and revised to include not only assurances of equal access but also the reduction of sex bias and stereotyping in all programs. Program evaluation visits have been proven successful in review of programs for sex equity requirements and Title IX compliance. In-service and preservice workshops at secondary and postsecondary schools have addressed the issues of bias and stereotyping in curriculum, instructional materials, counseling procedures, behaviors and attitudes of staff and students, and have encouraged the use of classroom strategies to reduce the damaging effects of bias and stereotyping.

Mini-grants of \$1,000 each were awarded to ten local educational agencies who would produce model programs, inservice training, curriculum review and/or public information materials to reduce sex bias and stereotyping in vocational education. These projects will be monitored during FY 1980 to assess progress and will be disseminated to vocational educators upon completion.

A public information campaign which included three television and six radio announcements and a poster depicting men and women in nontraditional vocational education programs and jobs was developed, produced and released in April of 1979. This was a joint effort of the Office of Public Instruction, Montana Advisory Council for Vocational Education and Montana Vocational Association.

The Counseling Needs Research Advisory Council was established in October, 1978. A survey was developed and completed to establish the vocational counseling and employment-related needs of displaced homemakers. A workshop for counselors and administrators at postsecondary centers was held to make information about counseling needs of displaced homemakers available for program implementation.

In an effort to expand the sex roles and career horizons of students the Human Potential Development Division will seek to develop and implement programs to foster an awareness of the behaviors and attitudes that perpetuate sex bias and sex role stereotyping in vocational education and to resolve problems identified by program review and enrollment patterns.

Goals and Objectives FY 1980

1. Publicize 25 local vocational education programs which are effective examples of coeducational learning experiences (104.75;a).
2. Develop and produce a packet of materials to include federal requirements (Title IX and Title II -- including grievance procedure) and state policies regarding sex equity, resource materials to reduce sex bias and stereotyping, field services technical assistance available, and disseminate to district counselors, vocational education teachers, and administrators (104.75; a,g).
3. Distribute a list of resource materials available from Human Potential Development Division to vocational education teachers and counselors (104.75; a,g).
4. Develop set of twelve posters depicting persons employed in nontraditional jobs and disseminate to vocational education teachers (104.75; c,g).
5. Make presentations on nontraditional occupational opportunities upon request to youth leadership organizations, student groups, and other organizations (104.75; a,g).
6. Assist the sole agent of vocational education in publicizing public hearing on FY 1980 Annual Plan by corresponding with school counselors and women's advocacy groups (104.75; a).
7. Secure and disseminate information concerning enrollment patterns at secondary and postsecondary schools and status of vocational education instructional and administrative employees to Montana Advisory Council for Vocational Education, sole agent for vocational education, local education agencies, and other interested groups (104.75; b).
8. Continue to revise and update project application and enrollment forms to include male/female data on status of students and employees (104.75; b).
9. Work with State Department of Vocational Education program consultants to initiate procedures to increase enrollment of nontraditional students (104.75;c).

10. Work with Montana VIEW consultant to develop bias-free occupational information, special decks on apprenticeship programs, and a card on women, work, training opportunities, and advantages of non-traditional employment (104.75; c).
11. At time of on-site evaluations of secondary school vocational education programs, encourage LEA's to publish Title IX grievance procedure in student handbook and teacher guidelines (104.75; c).
12. Revise all project application forms to include a section on how sex bias and stereotyping will be reduced in LEA local plan for vocational education and each project submitted. Select, at random, several projects when submitted to assure requirements are addressed (104.75; d).
13. To evaluate and assure that sex equity is addressed in all grants submitted for disadvantaged/handicapped and innovative/exemplary projects (104.75; d).
14. Review all approved vocational education programs for sex discrimination, sex bias, and Title IX compliance through revised project application and evaluation forms (104.75; e).
15. Participate with state program consultant to complete on-site evaluations of 20 percent of all state-approved secondary vocational education programs (104.75; e).
16. Disseminate information regarding federal and state employment laws prohibiting sex discrimination to LEA administrators and personnel directors (104.75; f).
17. At time of on-site evaluations of secondary vocational education programs, review local employment application procedures, employee guidelines, Superintendent of Public Instruction policies and procedures, Title IX self evaluation, and teacher salary scales to assure equality in employment practices (104.75; f,i).
18. Develop methods and provide technical assistance to teachers, administrators, and counselors to improve educational equality, classroom environment, testing and placement, attitudes and behaviors of staff and students in secondary and postsecondary vocational

education programs by providing inservice and preservice training, materials for evaluation of curricular and instructional materials, and guidelines for local advisory councils (104.75;g).

19. Develop a statewide network to train twenty-five persons to conduct local inservice workshops on strategies to effectively reduce the effects of sex bias and stereotyping in vocational education and correct enrollment imbalance in one-sex dominated courses (104.75;g).
20. At time of on-site review of secondary and post-secondary vocational education programs, review Title IX self evaluation (104.75;i).
21. Continue to serve on the State Planning Council as the representative for women's advocacy, review state plan to assure all requirements for sex equity are met and submit recommendations prior to submission of plan to U.S. Commissioners of Education (104.75;j).
22. Coordinate activities with SEE (Striving for Equality in Education) Institute (Title IX Resource Center) to develop workshops for Title IX coordinators to review compliance requirements (104.75;h).
23. Develop a model program to meet the vocational counseling and employment-related needs of displaced homemakers based on the survey conducted by the Counseling Needs Research Advisory Panel in FY 1979 by developing guidelines and issuing REP's to LEA's.

The Human Potential Development consultant will work in cooperation with Title IX Resource Center (SEE Institute, Billings, Montana), Region VIII General Assistance Center, Weber State in Ogden, Utah, Department of Labor (Women's Bureau, Apprenticeship Bureau, Employment and Training Council, Employment Security), MACVE, MVA, and Department of Vocational and Occupational Education for effective program development to meet the changing needs of persons seeking vocational training and employment.

Incentives offered to LEA's will include the following:

- a. Reimbursement of all travel, lodging and per diem expenses to attend inservice/preservice training workshops.

- b. Awards for youth leadership organizations that develop innovative programs in career exploration with emphasis on nontraditional careers.
- c. Publicity for programs that are effective examples of co-educational learning experiences.
- d. Establishment of mini-grants award to LEA's who submit acceptable project proposals to review curriculum, provide staff inservice, develop recruitment procedures, improve counseling procedures, and/or develop public information materials.
- e. Acquire and make available college credit for summer sex equity workshops and local teacher certification inservice credit for staff inservice workshops.

Accomplishments

In an effort to expand the sex roles and career horizons of students, the Human Potential Development Division developed and implemented programs in 1980 to foster an awareness of the behaviors and attitudes that perpetuate the sex bias and sex role stereotyping in vocational education and resolved problems identified by program review and enrollment patterns with the following activities in FY 1980.

- 1. Four three-day workshops, Expanding Adolescent Role Expectations, were offered to secondary vocational education teachers, counselors and administrators in Havre, Billings, Missoula, and Fairmont Hot Springs. Approximately 100 persons participated. (104.75; g)
- 2. A public awareness campaign was implemented - three TV and six radio announcements were broadcast in the Fall of 1979 and posters were mailed to local education and governmental agency counselors. This was a joint effort between OPI, MACVE, and MVA. (104.75; a,c)
- 3. Inservice workshops on implementing sex equity at the postsecondary level were conducted at four Vo-Tech Centers - Butte, Great Falls, Billings and Missoula. All teaching staffs attended (approximately 300 persons attended). (104.75; c,g,f)

4. Workshop presentations and seminars were conducted for secondary school vocational education teachers, teacher educators, counselors, student groups and civic organizations at various times during the year (approximately 300 persons attended). (104.75; c,g,h)
5. Made program visitations and evaluation reviews at sixteen secondary schools; distributed classroom resource materials to teachers, interviewed and took color slides of students, reviewed Title IX procedures, and evaluated sex equity program requirements. (104.75; a,c,e,f,g,i)
6. Collected data on status of men and women students and employees in secondary vocational program and Vo-Tech Centers and began compiling information into booklet form for dissemination at the Fall State Leadership Conference. (104.75; b)
7. Sex Equity requirement to describe procedures to reduce sex bias and stereotyping was included in all secondary and postsecondary project applications for funding. Secondary programs not addressing this requirement were placed on probation for FY 1981. Guidelines for sex equity in secondary vocational programs were developed and included in the publication, Guidelines for Vocational Education in Montana, and distributed to all local school districts. (104.75; c,d)
8. Reports on activities developed and implemented by the Human Potential Development Division were disseminated to the State Board for Vocational Education, the State Advisory Council, the Women's Bureau, the Office of Education, and the Bureau of Vocational and Adult Education. (104.75;h)
9. The State Plan for 1980-82 was reviewed and recommendations made by sex equity consultant before being submitted for approval. (104.75;j)
10. State Plan public hearing was publicized in the Women's Bureau newsletter and interested persons were invited to submit comments and recommendations. Sex Equity Coordinator assisted in conducting the hearing in Billings, Montana, June, 1980. (104.75;a)

Displaced Homemakers

1. A two-day job readiness workshop for displaced homemakers was developed and piloted at the Missoula Vo-Tech Center in October, utilizing community-based advisory committee and implemented with community resources.
2. A workshop for vo-tech and community college representatives and counselors was held in November to report on the pilot project and to solicit support for coordinating five additional job readiness workshops.
3. As a result, two-day job readiness workshops, Careers in Transition, were conducted at six sites for displaced homemakers and persons in transition from traditional to nontraditional employment. These workshops were developed by a field coordinator who planned each local event with a community advisory committee to utilize community resources. A local coordinator was hired at each site to coordinate planning and publicity. Over 200 persons participated statewide in these workshops. Evaluation was provided by participants and advisory committee and local coordinator. Follow-up of participants' employment success was planned for Fall, 1980.

Incentives Offered to LEA's

1. Reimbursement for travel, lodging and per diem expenses to attend Expanding Adolescent Role Expectations workshops; two hours credit was available from Northern Montana College.
2. Public information campaign publicized programs that were effective co-educational learning experiences.
3. Sex equity mini grants awarded in FY 1979 were received and selected ones distributed to vocational teachers.

IV. COMPREHENSIVE EMPLOYMENT AND TRAINING ACT

The Comprehensive Employment and Training Act (CETA) Amendments of 1978 reauthorized and amended the 1973 Act. The classroom training components of this legislation have generally been subgranted to the Superintendent of Public Instruction as the sole state agent for vocational education by the Governor as the balance of state prime sponsor. Montana, a rural state, is a balance of state operation with the exception of a six county rural Concentrated Employment Program (CEP) area. The CETA Division of the Office of Public Instruction is located in the Department of Vocational Education Services.

The Superintendent presently has subgrants for classroom training under Titles II and IV. Under Title II, the Superintendent receives funds under the Governor's six percent (6%) and Part B. All adult classroom training provided through the public school system is subgranted to the Superintendent of Public Instruction. Some individual referral programs are funded with Title II, Part B funds, while adult basic education, world of work, and other individual referral programs are provided with the six percent (6%) funds. The Superintendent has recently acquired subgrants under Title IV to operate youth programs in the public schools. Both one percent (1%) vocational education linkage funds and regular youth funds are utilized in an Experience-Based Career Education and Model Field Learning Program which provides academic credit for competencies gained through job sampling and work experience.

Within the next few years, we anticipate that CETA will increase cooperation with vocational education, career education, and general education through CETA adult training, youth training, and private sector initiative programs.

Coordination Between CETA Title II, Parts A, B, and C and Vocational Education

Vocational Education and the Comprehensive Employment and Training Act Amendments of 1978:

Institutional training for jobs is the charge specified in the subgrants between the Employment and Training Division of the Department of Labor and Industry and the Office of Public Instruction. The training is brought about by the utilization of funds from sources under Title II, Parts A, B, and C of the Act.

Funds are used for vocational training in established training institutions of predetermined quality; namely, the five area vocational-technical schools, the three state community colleges, various Indian sponsored community colleges, and the licensed proprietary schools. Also, there is some secondary involvement.

Under the Act, the special six percent (6%) set-aside is earmarked for vocational education and given to the Governor of each state. The Governor provides these funds to the legally responsible office for vocational education. In Montana, the Office of Public Instruction is the responsible office and is administered through the legally designated administrator, the Superintendent of Public Instruction.

The six percent (6%) funds in Montana will be used for vocational, prevocational and basic education. Plans for fiscal year 1981 will have the six percent (6%) special grant funds used to prepare people for skill training through academic upgrading, orientation to the world of work, and skill training.

Coordination of CETA, vocational education, and other employment training programs in Montana is accomplished through a variety of methods. The Office of Public Instruction is represented with voting membership on the Governor's Employment and Training Council, the Manpower Services Council and the Private Industry Council. A representative of the Governor's Employment and Training Council is a member of the State Advisory Council for Vocational Education and the State Planning Council for Vocational Education and reviews programs to be sponsored by vocational education funds. Additionally, at the state level, Montana is implementing a centralized student accounting system that will include enrollment, completion and follow-up to all students training through programs funded by CETA and vocational education. This system will provide uniform student accounting which will eliminate duplicate student counts and provide for increased fiscal and program accountability.

At the local level, coordination of CETA, vocational education and other employment programs is facilitated through joint local operations committees which meet weekly to review programs operated in the area they serve. Additionally, all applications for vocational education assistance must provide a description of methods used to coordinate the programs being planned with other employment training programs in the area to be served.

V. EVALUATION

Montana's Five-Year Plan for Vocational Education describes three types of evaluations and sets goals for the number of evaluations of each type to be accomplished.

- A. Self-evaluations of all secondary-level approved programs are to be made each year. In FY 1980 self-evaluations were mailed out to all schools and the data was compiled and analyzed. This data was for use in subsequent program improvement efforts. Data from 1980 will be added to 1979 data in computer storage and compared in order to document improvement.
- B. Consultant evaluations are made routinely as an ongoing part of the technical assistance services provided by the Office of Public Instruction. In 1980 office consultants carried out 100 such program evaluations at 100 schools.
- C. Vocational education team evaluations are full-scale assessments of program and institution effectiveness conducted in cooperation with the Northwest Association of Schools and Colleges. The goal is to evaluate every school with an approved program once every five years. Currently this requirement has been made because all postsecondary centers and programs were evaluated in 1976 and 1977. This is regarded as satisfactory progress.

Team evaluations are structured around evaluation instruments which have been developed for each major occupation code area of instruction. Each evaluation instrument is structured to focus on key elements which have been deemed important to program success. Included in these key elements are:

1. Written Local Policy Statements	10. Materials/Supplies/Resources
2. Administration/Supervision	11. Student Organizations
3. Guidance and Counseling	12. Program Evaluation
4. Budget/Accounting System	13. Student Evaluation
5. Advisory Committee	14. Public Relations
6. Personnel	15. Placement/Follow-up
7. Curriculum/Instruction	16. Sex Equity
8. Facilities	17. Additional items unique
9. Equipment	to program area

Each element is further divided into specific evaluation criteria statements which can be assessed by evaluators on a scale of 0, 1, 2, 3, 4, 5. Assigned criteria rating are averaged and a summary profile is established for the program/school. Additional specific comments are written and provided to instructors and administrators as commendations and recommendations for the program/school.

Current student accounting/follow-up data is provided by local districts in summative form. Consequently, due to the lack of a student unit record at the state level no evaluation of special population is possible. Implementation of a student unit record system will begin during the summer

of 1979 for postsecondary programs with development of a secondary system to follow. Detailed follow-up data on special populations will, therefore, not be available until the fiscal year 1981 reporting cycle.

The evaluation instruments including self-evaluations are incorporated to determine the effectiveness of project operations. The evaluation process determines whether a project is meeting predetermined goals and regulations. Following the evaluation, projects are put into one of three possible categories: compliance, noncompliance or probationary. The evaluation instruments include the following categories:

1. The program advisory committee has
 - a) Written duties and responsibilities
 - b) Minutes on file
 - c) Assisted with program development and evaluation
 - d) Includes a representation of both sexes.
2. Efforts are made to encourage students of both sexes to participate in the program.
3. Progress is being made to assure that sex bias/sex stereotyping is being eliminated from instructional and curriculum material.
4. Community resource persons who work in nontraditional occupations are utilized in class presentations.
5. The instructor
 - is certified
 - is an active member of vocational education related professional organizations
 - keeps updated by attending workshops and seminars.
6. Curriculum is organized around knowledge and skills for the occupation.
7. Written measurable objectives are on file in the department.
8. Field trips and community resources are used to enrich the instruction.
9. The school assists with job placement of students irrespective of sex.
10. Program objectives are realistic in terms of pupil needs and employment opportunities.
11. Adequate funds are budgeted for supplies, equipment and travel.
12. Facilities are adequate and accommodate both sexes.

13. Equipment is adequate and up-to-date.
14. A vocational student organization is an integral part of the instructional program.
15. Students with special needs are identified and adequately provided for.
16. Program evaluation is consistent with the school established vocational education philosophy and goals and job placement.
17. Student evaluation is consistent with the program objectives and readiness for employment in the occupational area.
18. There is a planned follow-up system of students completing the program that includes employer satisfaction.
19. The results of evaluation and follow-up are used as a basis to revise and improve the program.
20. Cooperative work experience provides equal experience irrespective of sex.

Each one of factors are rated on a scale and implemented during project evaluation.

The results of evaluation affect planning in the following ways:

- a) Projects that have not met the predetermined requirements and have not cleared up probationary problems are eliminated from the plan and funding formula.
- b) Areas of weakness are identified that may result in emphasis being placed on specific objectives in subsequent years - example - projects were initiated to increase awareness of local advisory councils, to place emphasis on the needs of displaced homemakers and to re-establish apprenticeship programs in FY 80-81.
- c) Evaluation as well as public input is used to identify areas of Emerging and Emergency Occupations. During FY 80, specific amounts of funds were targeted for this area of training.

On-site evaluations for FY 80 were conducted in the following areas:

*Billings West H.S.	Ag, DE, B & O, HE, T & I
Browning H.S.	Ag, HE, B & O, T & I
Conrad H.S.	Ag, HE
*Dawson County H.S.	Ag, HE
Fairfield H.S.	Ag, HE, B & O, IA
*Great Falls H.S.	Ag, DE, HE, B & O, IA, T & I
Hardin H.S.	Ag, DE, HE, B & O, T & I
Park Sr. H.S.	Ag, DE, HE, B & O, T & I
Roundup H.S.	Ag, HE, B & O, T & I
*St. Ignatius H.S.	HE, T & I, IA
Shelby H.S.	HE, Ag, B & O, T & I
White Sulphur Springs H.S.	HE, B & O, T & I
*Whitehall H.S.	Ag, HE, T & I

*Denotes schools where the Northwest evaluation team participated in the review.

Results of self-evaluations are provided on computer printouts that reflect areas of weakness within the evaluation criteria. Areas of weakness were sex bias elimination, advisory council participation and funding. Projects were initiated to address these problems.

VI. CURRENT AND FUTURE JOB NEEDS

There is a continuing problem in the state of Montana with the standardization of employment data. Employment data is gathered from several sources, including: State of Montana, Employment Security Division, Montana SOICC; State of Montana, Social and Rehabilitation Services; State and Local Advisory Councils, each source using a different method of job identification. Starting in FY 1979 and continuing into 1980, the Department of Vocational and Occupational Education, in conjunction with SOICC, is preparing a system for implementation in 1981 to provide a standardized basis for employment needs and employment availability comparison. The data provided in this section is the best analysis currently available and is used for the funding of projects and the identification of emerging needs.

Montana Employment by Occupation 1976-1985

Total annual average job openings in Montana are estimated at 23,700 over the study period. Openings due to growth consist of 48% or 11,400 of the total; thus for every 100 new jobs created by industry growth there will be about 104 openings due to separations. Montana's total employment from 1976 through 1985 is projected to increase at an average annual rate of 3.6% which compares to 2.9% for the United States. With the self-employed unpaid family workers and farm workers appearing to remain relatively unchanged during the 1976-1985 period, nonagricultural wage and salary workers will make up the bulk of the growth. Nonagricultural wage and salary employment increase for the past four years were as follows: 1976-12,900; 1977-16,600; 1978-12,600; and 1979-4,600.

The four-year average of 11,600 is not strictly comparable to the projected 1976-1985 annual average of 11,400, but indicates the growth is occurring as estimated.

In grouping occupations into type of worker, the white-collar workers trend dominates the relative increase in employment. Employment of service workers is also growing at a significant rate. The rapid growth of white-collar and service workers reflects a technically oriented economy and the continued expansion of service-producing industries which employ a large number of these workers. Blue-collar workers experienced a decline in relative distribution from 1960 to 1970, but the current expansion in energy-related industries has been a major reason for blue-collar employment growth to become as strong as

the other two groups. The farm sector of occupation has been experiencing a decline in the number employed, but the 1976-1985 period anticipates stabilization in employment.

Since the other type of workers will continue to increase, farmers and farm workers relative distribution will still continue to decline each year.

Professional, Technical and Kindred Workers

Professional occupations deal with theoretical or practical aspects of such fields as science, engineering, technical work, art, education, medicine, law, and business relations. Most of these occupations require substantial educational preparation, usually at the university level. Technical positions require knowledge of scientific, engineering, mathematical, computer programming, and design principles acquired by training through technical institutions, junior colleges, post-high school courses, on-the-job training or experience.

The number of job openings in this group is projected to increase at an annual average of 3,300 with 54% of those jobs being expansion positions. These jobs should account for 13.9% of total job openings through 1985. The annual average growth rate for professional, technical and kindred workers is 3.8%.

The occupation with the highest job needs in this group is elementary school teachers; however, in recent years there has been a statewide surplus of people with teaching degrees. Other professional, technical and kindred occupations with relatively large job needs are professional nurse, secondary school teachers, accountants and clergy.

Managers and Officials

The managers and officials occupational group includes persons concerned with policy making, planning, organizing, staffing, directing and/or controlling activities that are common to many types of organizations as well as activities that require a knowledge of management and operation of a given organization. Employers increasingly require beginning managers to have a college degree. A bachelor's degree in business administration, with a major in accounting, economics, or finance is desired by some employers. Other firms seek applicants having technical training in engineering, science, or mathematics. Still others

train liberal arts graduates on the job. Advancement to a high-level management job often occurs after several years of progressively more responsible work experience.

Employment in this group will increase by 14,120 from 1976 through 1985, which amounts to an annual average of 3.8%. The number of jobs opening each year is estimated at 3,400 with 46% coming from openings due to growth. The average growth rate for managers and officials is 3.8%.

The occupation in this group with the highest job needs is bank and financial manager with 232 openings yearly. Because managers are employed in a broad range of settings, it is difficult to pinpoint specific occupations that will be in demand; therefore, a relatively high number of yearly job openings (1,891) are found in the classification of all other managers.

Sales Workers

Included in this major occupational group are occupations which are concerned with selling goods and/or services. The minimum educational requirements for sales careers vary widely. Some sales positions require no formal education, others specify a college degree in a technical or scientific field. Even for routine sales jobs, however, a high school diploma is an asset for the beginner. Training for some sales jobs, such as those in retail stores, is usually received on the job. Some persons combine on-the-job training with home study or courses offered by manufacturers or local educational institutions.

Sales workers represent the smallest number of yearly employment openings, (1,270), and the lowest annual growth rate, (3.4%), for white-collar workers. Also, the expansion jobs involve only 45% of the annual openings, which is the lowest expansion portion of all the major occupational groups.

The job with the highest projected needs is other sales workers with 882 openings yearly through 1985, which is a 69% total of the sales workers. The next highest job needs occur in real estate agents.

Clerical Workers

Included in this occupational group are clerical personnel whose work involves preparing, transcribing, transferring, systematizing, and preserving communications and records; collating accounts; and distributing information. Also,

included are clerical workers involved in planning, coordinating or expediting production and the flow of work and workers involved in the clerical aspects of receiving, storing, issuing or shipping of materials, merchandise, supplies, or equipment. All but the most routine clerical positions require graduation from high school. Most employers regard instruction in business subjects as a particularly good qualification.

Employment in this occupation group is projected to increase at an annual average rate of 4.5%. The number of yearly openings amount to 3,780 with 53% being expansion jobs.

From this group, the occupation with the highest annual job needs are secretaries with 670 openings yearly. Other occupations with high demands are bookkeepers, miscellaneous clerical workers, and teachers' aides.

Crafts and Kindred Workers

This group of skilled workers include those involved in construction, metal-working, printing, transportation, public utilities, and other crafts and kindred work. Also included are mechanics, repairers, and installers. A large portion of the workers learn their trades informally on the job or through planned apprenticeship training. Others learn a skilled trade in vocational, trade, or technical schools. Training and experience in the Armed Forces may be an asset in many of these jobs. A high school education is always helpful and is required by some employers. Also, a high degree of aptitude is most desirable.

Openings due to growth comprise 59% of the 3,060 yearly average openings for this group. Employment in this group is projected to increase 4.6% yearly from 1976 through 1985.

Occupations with high demand include carpenters, electricians, plumbers, auto mechanics, and heavy equipment mechanics.

Operatives

This group of workers is classified as semi-skilled. Most of them may operate some type of machinery, equipment, or tool in performing their jobs while others perform tasks requiring use of the hands only. These workers ordinarily receive only brief on-the-job training. The simplest

repetitive and routine semi-skilled jobs can be learned in a day or mastered in a week. Even those jobs that require a higher degree of skill can be learned in a few months. The ability to learn new jobs quickly, however, is an important qualification for semi-skilled workers.

Although employment in this category is expected to increase by 8,940 between 1976 and 1985, the average rate of increase of 3.1% is the lowest of the occupational groups except for farmers. The number of annual job openings is projected at 1,830 yearly for the 1976-1985 period, with 54% of the jobs being expansion positions.

The occupation with the highest demand from this group is truck drivers. Also high in demand are welders, garage workers, mine operatives, sawyers, delivery and route workers.

Laborers, Except Farm

These workers are found in practically all types of non-agricultural industries. For example, they may be in construction, in handling freight and materials, in collecting garbage, in gardening, in cutting timber, in filling orders, in stocking merchandise, or in assisting in the trades.

Much of the work that non-farm laborers perform involves tasks that require little special training. Brief instruction and a few hours of on-the-job training usually are sufficient preparation for a job as a non-farm laborer.

Laborers, the smallest occupational group, is projected to have one of the smaller increases in the annual average employment rates at 3.2%. Also, the number of yearly openings will be a low 950 jobs which will be 48% openings due to growth.

Some labor occupations with relatively high demand are construction laborer, freight and material handlers, ground-keeper, and stock handlers.

Service Workers

The occupational group - service workers - include workers concerned with: cleaning and/or serving food and beverages;

performing services that require either direct contact or close association with the individual; or the protection of individuals, or of public or private property. Training and skill requirements differ greatly among the various service occupations. Some must have a college degree, some need specialized vocational training, and others gave no specific educational requirements for entry, although a high school diploma is always an advantage.

Service workers are the largest major occupational group and have a wide variety of jobs and skills. Employment in this category will increase 4.7% each year for the 1976-1985 period. Openings due to growth comprise 48% of the 4,580 yearly openings.

The occupation with the highest demand from this group is cooks with 613 yearly openings. Other high demand jobs are cleaners and janitors, waiters, child care workers, nurses aides and orderlies, and bartenders.

Farmers and Farm Workers

The declining employment of this occupational group will experience a stabilization in the 1976-1985 period. Some farm laborers jobs will be lost due to declining openings but an equal number of farm manager positions will be created by expansion.

Industry Employment 1985

The forecast employment in 1985 of 417,482 represents a thirty-two percent increase in the number of jobs over the 1976 employment figure of 314,841. To facilitate accurate forecasting and comparison it is necessary to classify industries by service or goods producing. Goods producing deals with goods produced for consumption and includes the following major divisions: agriculture, mining, manufacturing, and contract construction. Service producing include the major divisions of: trade, services, government, transportation, communications and public utilities, and finance, insurance and real estate.

By 1985, both goods and service producing industries will grow by substantial amounts, twenty-four percent for goods and thirty-six percent for service. The service segment will be approximately two and one-half times larger than

the goods producing. Although Montana is considered a resource state, most Montana jobs are in the service area. The growth in goods producing jobs should cause a larger growth in service jobs due to the increased demand for services created by those employed in goods producing.

Agriculture, Forestry, and Fisheries

Agricultural employment shows little growth but indicates a leveling off of the decline experienced in the sixties. This area remains Montana's largest export industry and provided employment for 39,754 in 1976 and projected 39,838 in 1985. Opportunities for employment will be replacement rather than expansion related. Environmental decisions will to some degree affect opportunities in the forestry and fishery areas, but no substantial growth is expected.

Mining

Energy development at Montana's coal, gas, and oil resources will add a significant number of jobs in this area. As increased pressure to become energy self-sufficient is felt so should jobs increase as is seen in a three hundred and twenty percent increase in coal and a sixty-five percent increase in oil and gas. The current import-related slowdowns in the metallic mining industry seem to have leveled off. Mining has been important in both the political and industrial development of Montana, and will remain so and even have some influence on national politics with regard to energy. Employment levels in 1976 were estimated at 6,630 and showed a significant increase of sixty-two percent to 10,710 by 1985.

Contract Construction

The demand for new housing and energy-related large scale projects such as Colstrip #3 and #4 will keep employment opportunities in this area expanding. Construction equipment is subject to extreme seasonal fluctuations so it may vary greatly throughout the year. Employment is projected to be 34,722 by 1985, a fifty percent increase over the 1976 figure at 23,136.

Manufacturing

Manufacturing represents a small percent of total employment and shows a moderate growth at twenty-two percent from 1976 to 1985. The majority of manufacturing employment is in lumber and woods, food products, and primary metals. The thirty-one percent growth in lumber and woods can be directly related to demand for housing. Foreign competition will still affect primary metals but it will show some gains over 1976 figures. Durable goods will account for 20,489 and non-durable 9,922 by 1985.

Transportation, Communications, and Public Utilities

All areas in this division will experience growth during this time. Transportation shows growth in railroads and local transit. As petroleum costs rise the importance of mass transit and rail shipping will increase and employment will likewise increase. The sixty-nine percent increase in communications and public utilities will add about 5,800 jobs in this area. The greatest single cause can be attributed to energy development.

Wholesale and Retail Trade

An increase of 25,000 workers should occur in wholesale and retail trade, Montana's second largest division. Wholesale accounts for seventeen percent and will experience a twenty-eight percent increase between 1976 and 1985. Retail is eighty-three percent and will grow thirty-four percent in this time. Eating and drinking establishments, auto dealers, gas stations, and general merchandise will employ the largest portions of this industry. Employment opportunities should remain high in this area.

Finance, Insurance, and Real Estate

This industry is influenced mostly by population and the effect of population growth is readily seen in the forty-five percent increase experienced in finance, insurance, and real estate. This will account for an increase of 5,500 new jobs.

Services

Montana's largest division will provide jobs for 130,008 workers in 1985. This forty percent increase adds 37,045

jobs to the 1974 level. The industries in this sector are hotels and lodging, personal services, business services, auto repair, entertainment, medical, legal, educational, museums, nonprofit and miscellaneous services. Growth will be experienced in all segments at this division. Increased population growth and greater social demand will be the cause for this growth.

Public Administration

This division accounts for only those jobs which cannot be classified in any other industrial classification. It is expected to grow twenty-seven percent to 22,625 jobs by 1985. The majority of this growth will be at the state and local level.

MONTANA TOTAL ANNUAL AVERAGE JOB OPENINGS
DUE TO GROWTH AND LABOR FORCE SEPARATIONS
BY SELECTED OCCUPATIONAL GROUPS
1976-1985

OCCUPATIONAL GROUP	OPENINGS DUE TO GROWTH	OPENINGS DUE TO SEPARATIONS	TOTAL OPENINGS	PERCENT OF TOTAL
TOTAL ALL OCCUPATIONS	11,400	12,360	23,770	100.0
Professional, Technical and Kindred	1,770	1,530	3,300	13.9
Engineers, Technical	90	40	130	0.5
Life and Physical Scientist	40	30	70	0.3
Mathematical Specialist	*	*	*	0.0
Engineers, Science Tech.	110	50	160	0.7
Medical Workers, Exc. Tech.	350	240	590	2.5
Health Technol. & Tech.	70	40	110	0.5
Technicians, Exc. Health	40	30	70	0.3
Computer Specialist	20	*	20	0.1
Social Scientists	20	10	30	0.1
Teachers	610	600	1,210	5.1
Writers, Artists, Entertainers	120	90	210	0.9
Other Professional, Technical	310	400	710	3.0
Managers, Officials, Proprietors	1,570	1,830	3,400	14.2
Buyers, Sales, Loan Managers	320	180	500	2.1
Administrators, Pub. Inspectors	220	280	500	2.1
Other Managers, Officials, Props	1,030	1,380	2,410	10.1
Sales Workers	570	700	1,270	5.3
Clerical Workers	2,010	1,770	3,780	15.9
Stenographers, Typists, Secretaries	600	500	1,100	4.6
Office Machine Operators	20	30	50	0.2
Other Clerical Workers	1,400	1,240	2,640	11.1
Craft & Kindred Workers	1,810	1,250	3,060	12.9
Construction Craft Workers	810	490	1,300	5.5
Blue Collar Worker Supvr., N.E.C.	170	130	300	1.3
Metalworking Craft Workers, Exc. Mec.	70	50	120	0.5
Mechanics, Repairers/Installers	470	320	790	3.3
Printing Trade Craft Workers	*	20	20	0.1
Trans., P.U. Craft	120	40	160	0.7
Other Craft, Kindred Workers	180	190	370	1.6
Operatives	990	840	1,830	7.7
Operatives, Exc. Transport	680	560	1,240	5.2
Transport Equip. Operatives	310	280	590	2.5
Service Workers	2,180	2,400	4,580	19.3
Cleaning Service Workers	470	640	1,110	4.7
Food Service Workers	940	870	1,810	7.6
Health Service Workers	390	300	690	2.9
Personal Service Workers	280	370	650	2.7
Protective & Service Workers	150	130	280	1.2
Private Household Workers	-50	90	40	0.2
Laborers, Except Farm	500	450	950	4.0
Farmers & Farm Workers	*	1,590	1,590	6.7
Farmers & Farm Managers	160	1,140	1,300	5.5
Farm Laborers, Farm Supvrs.	-160	460	300	1.3

*Denotes occupation with annual average openings of less than 10.

SELECTED OCCUPATIONS IN MONTANA
HAVING ANNUAL AVERAGE OPENINGS GREATER THAN 100

<u>Occupation</u>	<u>Annual Average Openings</u>
Professional, Technical, Kindred	
Registered Nurses	269
Elementary School Teachers	735
Preschool, Kindergarten	112
Secondary School Teachers	264
Accountants	179
Clergy	116
Managers, Officials, Proprietors	
Bank, Financial Managers	232
Sales Manager, Retail Trade	107
Officials, Administrators, Public	152
School Admins. Elementary, Secondary	158
Office Managers, nec.	158
Restuarant, Cafe, Bar Managers	210
Sales Workers	
Insurance Agents, Brokers, etc.	107
Real Estate Agents, Brokers	145
Clerical Workers	
Secretaries, other	870
Typist	142
Bookkeepers	491
Cashiers	313
Counter Clerks, exc. Food	161
Receptionist	176
Teacher Aides, exc. Monitors	211
Miscellaneous Clerical Workers	507
Craft and Kindred Workers	
Carpenters and Apprentices	583
Electricians and Apprentices	168
Excavating, Grading, Machine Operator	184
Plumbers, Pipefitters, Apprentices	132
Auto Mechanics and Apprentices	232
Heavy Equipment Mechanics	195
Operatives	
Welders and Flame Cutters	124
Garage Workers, Gas Station Atten.	123
Laundry, Dry Cleaning Operator	101
Mine Operatives	108
Sawyers	108
Miscellaneous Machine Operator	124
Delivery and Route Workers	129
Truck Drivers	271

SELECTED OCCUPATIONS HAVING
HIGH GROWTH RATES IN MONTANA
1976-1985

<u>Occupation</u>	<u>Total Employment</u>	<u>1976</u>	<u>1985</u>	<u>Percent Change</u>
<u>Professional, Technical, Kindred</u>				
Chiropractors	90	137	52.2	
Dentist	471	728	53.5	
Optometrists	214	793	31.5	
Podiatrists	129	234	81.4	
Therapists	535	976	63.7	
Veterinarians	105	167	59.0	
Clinical Lab Technician	619	934	50.9	
Radioologic Technician	306	482	57.5	
Airplane Pilots	195	311	59.5	
Urban & Regional Planners	64	111	73.4	
Elementary School Teachers	6387	10144	58.8	
Preschool, Kindergarten	838	1506	79.7	
Athletes & Kindred Workers	231	324	56.7	
Architects	216	325	50.5	
Clergy	1032	1580	53.1	
Religious, except Clergy	222	341	53.6	
<u>Managers, Official, Proprietors</u>				
Bank, Financial Managers	2073	3523	70.0	
Buyer, Wholesale, Retail	395	615	55.7	
School Administrator elem, secondary	1379	2318	68.1	
Managers, Superintendents, Buildings	398	601	51.0	
Railroad Conductors	385	665	72.7	
<u>Clerical Workers</u>				
Secretaries, Legal	388	590	52.1	
Secretaries, Medical	240	517	115.4	
Secretaries, other	8692	13153	51.3	
Billing Clerk	397	721	81.6	
Meter Readers, Utilities	131	238	81.7	
Teachers Aides, exc. Monitors	1203	2606	116.6	
Miscellaneous Clerk Workers	2933	6139	109.3	
<u>Craft and Kindred Workers</u>				
Carpenters and Apprentices	5767	8770	52.1	
Bulldozer Operators	798	1361	70.6	
Cement & Concrete Finishers	136	262	92.7	
Electricians & Apprentices	1850	2881	55.7	
Plumbers, Pipefitters	1336	2061	54.3	
Structural Metal Craft Workers	240	450	87.5	
Air Cond., Heating, Refrig. Mechanic	345	487	75.4	

SELECTED OCCUPATIONS IN MONTANA
HAVING ANNUAL AVERAGE OPENINGS GREATER THAN 100 (Cont.)

<u>Occupation</u>	<u>Annual Average Openings</u>
Service	
Lodging Quarter Cleaners	223
Building Interior Cleaners	438
Janitors and Sextons	447
Bartenders	277
Cooks	613
Dishwashers	116
Food Counter, Fountain Workers	133
Waiters	516
Nurses Aides, Orderlies	369
Practical Nurses	180
Child Care Workers	344
Hairdressers, Cosmetologist	117
Guards	120
Laborers, exc. Farm	
Construction Laborer	169
Freight, Material Handlers	130
Gardeners, Groundskeeper	149
Stock Handlers	128
Farmers and Farm Workers	
Farm Managers	215
Farm Laborers, Wage Workers	171

SELECTED OCCUPATIONS HAVING
NEGATIVE GROWTH RATE IN MONTANA
1976 - 1985

	Total Employment 1976	Total Employment 1985	Percent Change
<u>Professional, Technical, Kindred</u>			
Atmospheric, Space Scientist	241	224	-7.1
Farm Management Advisors	105	55	-47.6
Research Workers, nec.	439	350	-20.3
College & University teachers	2232	1769	-20.7
<u>Manager, Official, Proprietors</u>			
Postmasters and Mail Supervisors	295	227	-23.3
School Administrators, College	302	266	-10.9
Officials of Lodges, Unions	275	180	-34.5
<u>Sales Workers</u>			
Newspaper Carrier & Vendor	404	343	-15.1
<u>Clerical Workers</u>			
Stenographers	766	573	-25.2
Keypunch Operators	498	392	-21.3
Mail Carriers, Post Office	777	648	-16.6
Postal Clerks	831	616	-25.9
Telegraph Operators	207	168	-18.8
Enumerators & Interviewers	602	395	-65.6
<u>Crafts and Kindred Workers</u>			
Blacksmiths	43	25	-41.9
Compositors and Typesetters	528	474	-10.2
Locomotive Engineer Helpers	75	64	-14.7
Bakers	388	387	-0.3
<u>Operatives</u>			
Grinding Machine Operatives	63	55	12.7
Clothing Ironers & Pressers	310	286	-7.7
Filer, Polisher, Sander, Buffer	150	146	-2.7
Bus Drivers	1547	1302	-15.8
Taxicab Drivers, Chauffeurs	233	228	-2.2
<u>Service Workers</u>			
Baggage Porters & Bellhops	77	40	-48.1
Barbers	577	481	16.6
Elevator Operators	72	67	-6.9
ChildCare Workers, Private	1297	1007	-22.4
Housekeepers, Private	170	109	-35.9
<u>Farmers and Farm Workers</u>			
Farm Laborers, Wage Workers	12042	10020	-16.8

SELECTED OCCUPATIONS HAVING
HIGH GROWTH RATES IN MONTANA
1976-1985 (Cont.)

<u>Occupation</u>	<u>Total Employment</u> <u>1976</u>	<u>1985</u>	<u>Percent Change</u>
Craft and Kindred Workers			
Household Appliance Mechanic	528	874	65.5
Office Machine Repairs	222	422	90.1
Electric Power Line Installer, Repairs	437	858	96.3
Glaziers	136	216	58.8
Opticians, Lens Grinder, Polishers	278	512	84.2
Operatives			
Blasters	80	179	123.8
Drillers, Earth	644	980	52.2
Photographic Process Workers	178	292	64.0
Rail Vehicle Operators	131	296	126.0
Railroad Brake Operators	508	779	53.4
Service Workers			
Lodging Quarters Cleaners, exc. Private	1349	2550	89.0
Building Interior Cleaners, nec.	3334	5154	54.6
Food Counter, Fountain Workers	1274	2048	60.8
Dental Assistants	397	792	99.5
Health Aides, exc. Nursing	673	1196	77.7
Practical Nurses	1384	2272	64.2
Child Care Workers, exc. Private	1990	3748	88.3
Guards	807	1221	51.3
Police & Detectives	1158	1776	52.5
Farmers And Farm Workers			
Farm Managers	860	2015	134.3

CODE	AVERAGE EMPLOYMENT 1980 - 1982	AVERAGE ANNUAL JOB OPENINGS 1980-1982	TOTAL VO-ED ENROLLMENT 1980 1981 1982	AVAILABLE FOR WORK FROM VO-ED			AVAILABLE FROM OTHER SOURCES 1980-1982 ¹	AVERAGE 1980-1982 ¹
				1980	1981	1982		
AGRICULTURAL EDUCATION								
01.0000	Agric. Production	32,100	32,070	1,590	3,500	3,552	3,641	356 360 369 47
01.0100	Agric. Supplies & Service	300	260	0	0	0	0	0 0 0 0
01.0200	Agricultural Mechanics	930	1,340	80	571	518	545	72 67 70 12
01.0300	Ornamental Horticulture	1,140	1,540	150	0	0	0	0 0 0 25
01.0500	Forestry	2,180	2,240	40	133	134	135	35 35 35 0
01.0700	Other	490	610	30	0	0	0	0 0 0 46
01.9900								0 0 0 0
DISTRIBUTIVE EDUCATION								
04.0000	Advertising	1,490	2,060	120	0	0	0	0 0 0 0
04.0100	Apparel & Accessories	N/A	N/A	0	0	0	0	0 0 0 0
04.0200	Finance and Credit	2,260	3,750	250	0	0	0	0 0 0 1
04.0400 ²	Food Distributing	2,350	3,140	130	0	0	0	0 0 0 7
04.0600 ²	Food Services	2,700	3,570	210	0	0	0	0 0 0 54
04.0700 ²	General Merchandising	6,210	8,930	520	1,607	1,617	1,642	415 418 414 12
04.0800	Hardware, Bldg. Materials	N/A	N/A	0	0	0	0	0 0 0 27
04.0900	Hotel & Lodging	9,190	11,040	750	0	0	0	0 0 0 29
04.1100 ²	Personal Service	2,500	2,790	160	0	0	0	0 0 0 7
04.1500								
HEALTH OCCUPATIONS								
07.0000	Dental Assistant	470	900	70	68	68	68	34 34 34 0
07.0101	Dental Hygienist	30	70	0	0	0	0	0 0 0 1
07.0102	Medical Lab. Aide	1,060	1,440	70	0	0	0	0 0 0 0
07.0203 ²	Nurse Assoc. Degree	2,940	4,200	270	0	0	0	0 0 0 65
07.0301 ²	Practical Nurse	1,380	2,270	180	363	363	363	181 181 181 50
07.0302 ²	Nurse Assistant	3,900	5,650	370	53	53	53	26 26 26 155
07.0303 ²	Surgical Technician	N/A	N/A	N/A	33	33	33	16 16 16 0
07.0305	Physical Therapy Aide	10	10	0	0	0	0	0 0 0 0
07.0402 ²	Inhal. Therapy	540	880	60	40	40	40	20 20 20 0
07.0903 ²	Medical Assistant	670	1,200	90	0	0	0	0 0 0 0
07.0904	Medical Emergency Tech.	N/A	N/A	N/A	0	0	0	0 0 0 0
07.0907	Ward CLK/Med. Records Tech.	N/A	N/A	N/A	0	0	0	0 0 0 0
07.9900								
WAGE EARNING HOME ECONOMICS								
09.0200	Care & Guidance of Children	3,700	5,170	400	154	154	157	77 77 78 0
09.0201	Clothing Management Prod.	660	760	60	119	119	119	60 60 60 0
09.0202	Food Management	530	650	40	317	319	327	204 204 209 25
09.0203	Other (HERO) Multi-Occup.	N/A	N/A	N/A	126	125	127	63 63 63 0

OE CODE	DESCRIPTION	AVERAGE EMPLOYMENT 1980 - 1982	ANNUAL JOB OPENINGS 1980-1982	TOTAL VO-ED ENROLLMENT	AVAILABLE FOR WORK FROM VO-ED		AVAILABLE FROM OTHER SOURCES		AVERAGE 1980-1982 ¹
					1980	1981	1980	1981	
14.0000	OFFICE OCCUPATIONS								
14.0100 ₂	Accounting & Comp.	8,650	11,300	640	310	319	194	194	92
14.0201 ₂	Business Data Processing	960	990	0	198	198	121	121	47
14.0300 ₂	General Office Clerical	5,460	9,290	650	1,251	1,261	648	653	47
14.0700 ₂	Steno, Secr. & Related	10,090	14,830	950	1,338	1,352	1,403	702	345
14.0900	Typing	2,440	3,020	140	0	0	0	0	170
14.9900	Other-Post. Sec. Business; Reprographics & Para Legal	N/A	N/A	0	0	0	0	0	66
16.0000	TECHNICAL EDUCATION								
16.0106	Civil Technician	N/A	N/A	N/A	18	18	9	9	10
16.0107	Electrical Technician	320	420	10	52	52	26	26	4
16.0109	Electro-Mechanical	N/A	N/A	N/A	39	39	20	20	0
16.0601	Commercial Pilot	200	310	20	0	0	0	0	N/A
16.0699 ₂	Energy Technician	240	220	0	0	0	0	0	0
17.0000	TRADES AND INDUSTRY								
17.0100	Air Conditioning	340	600	40	60	60	24	24	0
17.0200	Appliance Repair	530	870	60	77	79	8	8	11
17.0301 ₂	Body and Fender	790	1,000	50	158	160	45	45	68
17.0302 ₂	Mechanics-Auto	5,090	6,290	280	1,513	1,532	1,579	226	130
17.0400	Air Frame/Power Plant Main.	140	180	10	73	73	29	29	3
17.0700	Commercial Art Occup.	590	760	40	0	0	0	0	0
17.0900	Photography	490	660	40	0	0	0	0	0
17.1001 ₂	Carpentry	5,770	8,770	580	813	822	844	131	207
17.1002 ₂	Electricity	1,850	2,880	170	60	60	24	24	120
17.1003 ₂	Heavy Equipment Operation	4,260	6,580	380	35	35	14	14	0
17.1200	Diesel Mechanic	450	580	20	143	143	57	57	19
17.1300	Drafting	690	1,010	50	480	484	496	67	4
17.1500	Electronics Occup.	410	550	20	338	343	352	41	43
17.1900	Graphic Arts	760	740	20	214	214	21	21	2
17.2102	Watch & Precision								
17.2302 ₂	Instrument Repair	130	140	10	16	16	6	6	0
17.2306 ₂	Machine Shop	710	980	50	384	426	441	50	0
17.2700	Welding & Cutting	1,720	2,440	120	733	745	762	143	2
17.2900	Plastics Occupations	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
17.3100	Quality Food Occupations	16,340	23,300	1,480	1,480	1,480	1,480	1,480	0
17.9900	Small Engine Repair	N/A	N/A	N/A	249	252	263	41	43
	Other	N/A	N/A	N/A	232	232	31	31	0

OTHER CODES not included in Employment Security Division statistics and number available for work.

4.0203	PROGRAMMERS	1980	1981	1982
Vo Ed Enrollment		37	37	37
Available for work		23	23	23

14.0600	EDUCATION ASSISTANT	10	10	10
Vo Ed Enrollment		6	6	6
Available for Work				

17.9900	OTHER/VARIOUS	154	154	159
Vo Ed Enrollment		28	28	29
Available for Work				

19.0400	INDUSTRIAL ARTS PROGRAMS	662	840	883
Vo Ed enrollment				

Available for work is not available at this time. Current data does not include placement in this area.

1 Average of work force available from other courses include Community College programs, University System programs, adult vocational training, retraining, upgrading and apprenticeship programs, private proprietor programs, CETA, WIN and CEP.

2 Areas for consideration for new and emerging needs where employment opportunities are projected to be good over the next two years.

3 Problems related to over and under training in selected areas result from a lack of standardization of occupational code information. Over the next two years an effort will be made to provide a base for code comparison as they relate to SOICC, CETA, ESD and Vocational Education. Until a complete and reliable system can be developed, the data available will be used.

Data Sources:

Research and Analysis Section
Employment Security Division
Department of Labor and Industry
State of Montana

Montana Office of Public Instruction
Department of Vocational Services

MONTANA DISTRIBUTION OF EMPLOYMENT
BY MAJOR OCCUPATIONAL GROUP
1976 AND PROJECTED 1985

MAJOR OCCUPATIONAL GROUP	1976		PROJECTED 1985		PERCENT CHANGE 1976-1985
	EMPLOYMENT	PERCENT DISTRIBUTION	EMPLOYMENT	PERCENT DISTRIBUTION	
TOTAL ALL OCCUPATIONS	314,750	100.0	417,380	100.0	32.6
WHITE COLLAR WORKERS	148,650	47.2	201,960	48.4	35.9
Professional, Technical and Kindred	46,210	14.7	62,170	14.9	34.5
Managers, Officials, and Proprietors	40,780	13.0	54,900	13.2	34.6
Sales Workers	16,990	5.4	22,140	5.3	30.3
Clerical Workers	44,670	14.2	62,750	15.0	40.5
BLUE COLLAR WORKERS	87,180	27.7	116,890	28.0	34.1
Craft and Kindred Workers	39,470	12.5	55,740	13.4	41.2
Operatives	32,120	10.2	41,060	9.8	27.8
Laborers, Except Farmers	15,590	5.0	20,090	4.8	28.9
SERVICE WORKERS	46,790	14.9	66,430	15.9	42.0
FARMERS AND FARM WORKERS	32,130	10.2	32,100	7.7	-0.1

TOTAL EMPLOYMENT
BY MAJOR OCCUPATIONAL GROUP
1985

MAJOR OCCUPATIONAL GROUP	PROJECTED EMPLOYMENT 1985
TOTAL ALL OCCUPATIONS	417,380
Professional, Technical, and Kindred Managers, Officials, and Proprietors	62,170
Sales Workers	54,900
Clerical Workers	22,140
Craft and Kindred Workers	62,750
Operatives	55,740
Service Workers	41,060
Laborers, Except Farm	66,430
Farmers and Farm Workers	20,090
	32,100

MONTANA EMPLOYMENT BY MAJOR DIVISION
1970, 1976, AND PROJECTED 1985

INDUSTRY	EMPLOYMENT		
	1970	1976	1985
TOTAL, ALL INDUSTRIES	254.7	314.8	417.5
Agriculture, Forestry, Fisheries	34.3	39.8	39.8
Mining	6.7	6.6	10.7
Construction	18.1	23.1	34.7
Manufacturing	24.7	25.0	30.4
Durable Goods	15.8	16.2	20.5
Nondurable Goods	8.9	8.8	9.9
Transportation, Communication, & Public Utilities	18.5	21.4	30.4
Trade	57.1	75.9	100.9
Wholesale	10.4	13.5	17.3
Retail	46.7	62.4	83.6
Finance, Insurance, & Real Estate	9.3	12.3	17.9
Services	71.8	93.0	130.0
Public Administration	14.2	17.8	22.6

TOTAL EMPLOYMENT
BY MAJOR DIVISION

INDUSTRY	PROJECTED 1985 EMPLOYMENT
TOTAL ALL INDUSTRIES	417,482
Agriculture, Forestry, Fisheries	39,838
Mining	10,710
Construction	34,722
Manufacturing	30,411
Trans., Comm., & Public Utilities	30,400
Wholesale & Retail Trade	100,899
Fin., Ins., & Real Estate	17,869
Services	130,008
Government 1/	22,625

VII. COMPOSITION OF ENROLLMENT BY RACE OR ETHNIC BACKGROUND*

Program	Total	Male	Female	Sec- ondary	Postsec- ondary
American Indian or Alaskan Native	1,436	750	686	1,326	110
Black, not of Hispanic Origin	40	20	18	35	5
Asian or Pacific Islander	14	10	4	9	5
Hispanic	22	12	10	8	14
White, not of Hispanic Origin	23,963	9,396	14,567	20,746	3,217
	25,475	10,190	15,285	22,124	3,351

*Estimated

Note: New census figures will provide detail on the populations served by vocational education in Montana. Current trends indicate a population increase below the national average and increases in minority populations with the exception of the Black population which will decline.

Table II

FY 80 Planned and Actual Expenditures
DISADVANTAGED

	PLANNED			ACTUAL			80 Funds	Enroll.	100% Completion
	Total	Federal	Local	Total	Federal	Local			
Section 120 Disadvantaged									
Montana Probation & Parole	36,878	18,431	18,447	100,586	45,487	55,099	45,487	33	18
Red Lodge High School	100,582	45,488	55,094	173,924	81,827	92,097	79,827	202	103
Great Falls	163,655	81,827	81,828	34,224	25,368	34,324	21,505	3,863	97
Salish Kootenai Comm. College	67,481	33,257	34,224	59,692	31,563	50,000	3,371	28,192	53
Scobey High School	99,981	35,000	64,981	81,563	120,666	81,024	39,642	15	2
Swan River Youth Camp	174,749	35,000	139,749	86,354	33,643	52,711	25,277	8,366	24
Opheim High School	88,292	33,702	55,590	28,895	14,275	14,620	1,442	12,833	16
Whitewater High School	28,895	14,275	14,620	69,687	34,887	34,795	34,887	26,100	7
Lambert High School	69,687	34,800	34,887	69,682	34,795	34,795	34,795	8,695	0
Swan River (amend)	14,000	14,000							
Butte Vo Tech Center	49,596	24,798	24,798	89,825	44,455	45,370	44,455	172	77
Dull Knife Memorial (LESA)	9,380	4,690	4,690	9,231	4,531	4,700	4,531	10	10
Sub Total	902,176	375,268	528,908	820,718	355,586	464,832	79,691	275,896	383
*Project funding report to be finalized, final payment not determined.									
Section 130 Disadvantaged									
Northern Montana College	120,000	60,000	60,000	120,005	60,000	60,005	32,599	27,401	243
Montana Easter Seal Society	56,012	28,006	28,006	55,212	55,212	42,009	13,201	101	69
Montana Parole Board	11,622	5,811	5,811	175,217	115,212	60,005	74,608	40,604	312
Sub Total	187,634	93,817	93,817						
Total Disadvantaged	1,091,810	469,085	622,725	995,635	470,798	524,837	154,299	316,501	695
Section 140 Special Disadvantaged									
Polson High School	25,366	25,366		19,137	19,137		19,137	60	30
Hot Springs High School	18,200	18,200		18,200	18,200		18,200	20	16
Lincoln County High School	18,200	18,200		18,200	18,200		18,200	20	15
	61,766	61,766		55,537	55,537		55,537	100	61

Table III

FY 1980 Planned and Actual Expenditures HANDICAPPED

PLANNED		ACTUAL		100% Completion	
Local	Federal	Total	Federal	Local	Federal
31,758	15,879	47,637	10,188	5,401	4,727
12,791	21,628	33,819	12,191	21,628	1,191
41,308	44,642	80,950	35,949	45,001	3,491
17,269	19,281	33,089	13,701	19,387	12,952
36,550	36,550	72,100	36,550	36,550	7,000
18,565	63,263	74,395	18,088	56,307	11,535
19,173	12,813	21,007	8,130	12,877	8,130
132,602	38,256	70,024	35,012	35,012	50,012
20,000	10,000	20,000	10,000	10,000	10,000
11,000	5,500	13,407	4,405	9,003	4,405
21,06	21,706	47,762	14,203	214,676	29,214
474,986	187,634	356,879	142,203	214,676	29,214
Sub Total				Carry Over	Carry Over
Sub Total				to +, 0-0	to +, 0-0
56,012	28,006	28,006	Moved to Section 130-Disadvantaged		
15,476	7,738	7,738	11,738	11,738	11,738
8,000	4,000	4,000			
14,330	7,165	7,165			
93,818	46,909	46,909			
Sub Total					
568,804	234,543	334,261			
Section 130 Handicapped					
Montana Easter Seal					
Montana State University					
Montana State University					
Montana Parole Board					
Sub Total					
TOTAL HANDICAPPED					
380,355	153,941	226,414	Carry Over	35,171	123
				29,214	124,726
					123

		FY 80 Planned and Actual Expenditures				Program Improvement		
Total	Federal	Local	Total	Federal	Local	79 Funds	80 Funds	
Research								
Montana State University	6,020	9,020	6,600	6,600		662	5,938	
Butte Vo Tech Study	10,000	10,000	10,000	10,000		10,000	10,000	
Computer Research (OP1)	5,000	5,000	5,000	5,000		5,000	5,000	
Northwest Lab Study	2,065	2,065	2,065	2,065		2,065	2,065	
Research (OP1)	25,000	25,000	25,000	25,000		25,000	25,000	
Sub Total	51,085	51,085	48,665	48,665		662	48,003	
Exemplary GETC Employment Contract								
Sub Total	27,000	24,000	24,546	24,546		24,546	24,546	
Curriculum								
Montana State University	6,642	6,642	6,642	6,642		6,642	6,642	
Montana State University	4,234	4,234						
Montana State University	5,530	5,530	5,495	5,495		5,495	5,495	
Bozeman High School	4,000	4,000	3,569	3,569		3,569	3,569	
Montana State University	4,280	4,280						
Sub Total	24,686	24,686	15,706	15,706		15,706	15,706	
Teacher Development								
Northern Montana College	20,000	20,000	10,355	10,355		1,654	8,701	
Montana State Univ. (Vo Ed)	7,000	7,000	7,000	7,000		2,000	5,000	
Montana State University	4,466	4,466	4,465	4,465		4,465	4,465	
Montana State Univ. (H.E.)	8,000	8,000	8,000	8,000		4,000	4,000	
Montana State Univ. (I.A.)	1,500	1,500	1,500	1,500		1,500	1,500	
Montana State University	5,000	5,000	4,856	4,856		1,756	3,100	
Montana State Univ. (Ag)	1,869	1,869	2,559	2,559		1,500	1,050	
Montana State Univ. (Ag)	3,624	3,624	2,539	2,539		1,500	1,039	
Montana State University	5,000	5,000	3,155	3,185		3,185	3,185	
University of Montana (H.E.)	8,062	8,062	7,660	7,660		7,660	7,660	
University of Montana	4,675	4,675	4,295	4,295		244	4,051	
State Directors Consortium	1,000	1,000	1,000	1,000		1,000	1,000	
Sub Total	70,196	70,196	57,414	57,414		12,654	44,760	
Other Possible Projects	8,699	8,699						
TOTAL Program Improvement	178,666	178,666	146,331	146,331		13,316	133,015	
Carry Over							74,651	

NOTE: Not all projects are finalized in Program Improvement areas.

Table IV (cont.)

	Total		Federal	Local	Total	Federal	Local	Total	Federal	Local	Total	Federal	Local
	Federal	Local											
Guidance Services													
National Career Center (UM)	10,000	10,000			10,000	10,000		10,000	10,000		10,000	10,000	
Montana Vo Tech Centers	578	18,578			23,886	23,886		23,886	23,886		23,886	23,886	
Other Possible Projects	1,239	65,239			33,886	33,886		33,886	33,886		33,886	33,886	
Total Guidance	93,817	93,817											

NOTE: Some projects within the Program Improvement areas had not provided adequate documentation and were not finalized at the time of preparation for these tables.

Table V

FY 80 Planned and Actual Expenditures
ADMINISTRATION

PLANNED FEDERAL		ACTUAL FEDERAL			
<u>State Administration</u>	<u>Program Administration</u>	<u>State Administration</u>	<u>Program Administration</u>	<u>State Matching</u>	<u>Actual State</u>
120 Basic Grant		163,578	163,578	163,578	
Disadvantaged	10,000		10,000	10,000	
Handicapped	10,000		10,000	10,000	
*Sex Bias	50,000		50,000		
130 Program Improvement	40,895	40,895		40,895	
*Research	25,000		25,000	25,000	
*140 Special Disadvantaged		20,000		20,000	
*150 Consumer & Homemaking		10,000		10,000	
TOTAL	204,473	125,000	204,473	10,000	259,473

*State match not required

Table VI

FY 80 Planned and Actual Expenditures POS SECONDARY VOCATIONAL TECHNICAL CENTERS

Table VII

Vocational Technical Centers FY 1980
Expenditures by USOE Code

OCCUPATION	CENTER	USOE		FEDERAL		STATE		LOCAL		TOTAL		ENROLLMENT	
		USOE	FEDERAL	FEDERAL	STATE	STATE	LOCAL	LOCAL	TOTAL				
<u>Agriculture</u>													
Ag Production	Billings	01.0100	10,641	28,160	18,431	57,231	16	18,431	57,231	16	16		
Ag Mechanics	Helena	01.0300	16,072	57,942	12,421	86,452	13	12,421	86,452	13	13		
	Billings		8,971	23,743	15,539	48,245	12	23,743	15,539	12	12		
	Missoula		27,532	91,294	29,243	148,070	58	91,294	29,243	58	58		
	Total Agriculture	01.	63,216	201,139	75,634	339,998	99	75,634	339,998	99	99		
<u>Distributive Ed.</u>													
Mid Management	Missoula	04.0800	23,342	77,402	24,793	125,537	32	24,793	125,537	32	32		
	Billings		10,432	27,608	18,069	56,109	87	18,069	56,109	87	87		
	Total Distributive Ed.	04.	33,774	105,010	42,862	181,646	119	42,862	181,646	119	119		
<u>Health Ed.</u>													
Dental Asst.	Great Falls	07.0101	18,563	58,333	22,897	99,793	47	22,897	99,793	47	47		
	Great Falls	07.0302	24,343	76,493	30,025	130,861	85	76,493	30,025	85	85		
	Helena		18,751	67,599	14,491	100,848	61	67,599	14,491	61	61		
	Missoula		19,153	63,509	20,343	103,005	50	63,509	20,343	50	50		
	Butte		25,502	83,743	27,863	137,108	60	83,743	27,863	60	60		
	Billings		22,950	60,738	39,752	123,440	84	60,738	39,752	84	84		
	Billings	07.0303	949	3,417	734	5,100	2	3,417	734	2	2		
	Great Falls		11,909	37,421	14,688	64,018	56	37,421	14,688	56	56		
	Missoula	07.0305	12,868	42,670	13,668	69,206	17	42,670	13,668	17	17		
	Missoula	07.0903	15,562	51,601	16,529	83,691	39	51,601	16,529	39	39		
	Total Health Ed.	07.	170,550	544,524	200,990	916,064	504	544,524	200,990	916,064	504	504	
<u>Home Economics (Wage Earning)</u>													
Food Service	Missoula	09.0203	15,562	51,601	16,529	83,692	38	51,601	16,529	38	38		
	Billings		14,813	39,204	25,658	79,675	28	39,204	25,658	28	28		
	Total Wage Home Ed.	09.	30,375	90,805	42,187	163,367	65	90,805	42,187	163,367	65	65	

Table VII (cont.)

OCCUPATION	CENTER	USOE	FEDERAL	STATE	LOCAL	TOTAL	ENROLLMENT
Office Ed							
Accounting/Bookkeep.	Great Falls	14.0100	18,914	59,434	23,329	101,676	82
	Helena	13,126	17,319	10,144	70,588	70,588	62
	Missoula	17,357	57,555	18,436	93,348	93,348	94
	Butte	11,370	57,338	12,423	61,131	61,131	46
	Billings	10,849	28,713	18,792	58,354	58,354	40
Business Data	Great Falls	15,236	47,877	18,792	81,906	81,906	48
	Helena	17,679	63,736	13,663	95,078	95,078	62
	Missoula	33,218	110,149	55,282	178,649	178,649	32
Clerical	Billings	14,132	46,405	15,440	75,977	75,977	57
	Butte	11,058	29,265	19,153	59,476	59,476	77
	Great Falls	34,106	92,560	56,101	162,767	162,767	33
	Missoula	17,300	52,871	21,740	91,911	91,911	79
Educational Asst.	Missoula	14,0600	61,114	15,233	105,503	105,503	84
Secretary	Great Falls	14,0700	40,686	13,032	65,988	65,988	10
	Helena	32,398	101,008	39,901	174,167	174,167	105
	Missoula	22,769	82,065	17,596	122,449	122,449	51
	Butte	13,393	143,888	59,090	233,371	233,371	111
Programmers	Billings	19,492	64,007	11,297	104,796	104,796	43
	Missoula	11,266	29,817	11,515	60,598	60,598	51
Total Office Ed.		12,101	32,660	7,472	65,133	65,133	54
Technical Ed.		386,990	1,229,227	440,451	2,062,666	2,062,666	1,226
Civil Engineering	Butte	16,0106	11,046	36,271	12,165	59,384	14
Electronic Tech.	Helena	16,0107	27,590	99,467	21,324	148,389	44
Electro/Mech. Tech.	Missoula	16,0109	21,846	72,440	2,204	117,490	51
Total Technical Ed.		16.	60,482	208,178	56,594	325,263	114
Trades and Industrial							
Refrig./Air Cond.	Billings	17,0100	14,605	38,652	24,297	78,553	51
Auto Body	Billings	17,0301	17,108	45,278	29,633	92,019	52
	Great Falls	15,061	47,327	18,576	80,964	80,964	45
Auto Mech.	Billings	17,0302	23,576	62,395	40,836	126,307	60
	Helena	26,788	96,569	20,701	144,059	144,059	88
	Butte	16,243	53,339	17,747	87,230	87,230	52
Aviation Tech.	Helena	23,037	83,050	17,803	123,889	123,889	77
Industrial Elec.	Helena	17,0108	24,414	87,941	131,256	131,256	69
Building Trades	Helena	17,1001	19,019	68,564	14,698	102,289	75

OCCUPATION	CENTER	USOE	FEDERAL	STATE	LOCAL	TOTAL	
						ENROLLMENT	
Trade and Industry (cont.)							
Diesel Mech.	Helena	17.1200	18,483	66,633	14,284	99,348	41
	Billings		18,152	48,038	31,440	97,630	85
Drafting	Butte	17.1300	9,746	32,004	10,648	52,398	24
	Billings		11,058	29,265	19,153	59,476	35
Heavy Equip Main/Op	Missoula	17.1003	23,343	77,402	24,793	125,537	46
Machine Shop	Helena	17.2302	7,232	26,074	5,589	38,895	22
	Butte		10,721	35,204	11,713	57,638	21
Welding	Helena	17.2306	18,751	67,599	14,491	100,848	47
	Missoula		15,562	51,601	16,529	83,692	23
	Butte		18,355	60,273	20,054	98,683	50
	Billings		23,159	61,290	40,114	124,563	91
Radio & TV	Helena	17.1500	16,340	58,907	12,628	87,875	16
Small Engine	Butte	17.3100	10,396	34,137	11,358	55,891	23
	Missoula		18,255	60,532	19,390	98,177	27
Watchmaking	Great Falls	17.2100	13,485	42,374	16,632	72,491	16
Truck Driving	Helena	17.9901	8,572	30,902	6,624	46,098	5
Truck & Coach Mech.	Helena	17.9902	13,661	49,250	10,558	73,469	17
Multi-Occup.	Great Falls	17.9903	25,218	79,245	31,105	135,568	35
Total T and I		17.	460,340	1,493,845	521,295	2,475,480	1,223
‡TOTAL			1,205,727	3,872,728	1,386,013	6,464,468	3,351

*Differences in amounts on this table and Table VI are due to funds used for other operational costs not directly associated with vocational education programs and carry over adjustments.

Table VIII

For 80 Postsecondary Vocational Technical Classes
Enrollment by O.E. Code

Occupation	Code	Billings		Dutte		Great Falls		Helena		Missoula		Total	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Agriculture	01.0100	14	1	1	1	1	1	14	2	14	2	16	2
Auto-Production	01.0300	12	1	1	1	1	1	25	1	25	1	25	1
Auto-Mechanics	01.0700							1	1	1	1	58	1
Distribution	04.0800	20	12			41		21	10	11	78	119	
Food-Management													
Health													
Dental Ass't.	07.0101					47				47			
Nursing (Lvn)	07.0302	8	2	58	4	84	5	56	5	11	33	343	
Nurse Aide	07.0303	2	1	6	50					6	5	58	
Cler. Room Tech.	07.0305					1	1	1	1	1	1	17	
Resp. Ther. Tech.	07.0903					9	9	10	9	9	9	39	
Home Economics (Wage Earning)								23	15	37	29	66	
Food Services	09.0203	14	14										
Office Ed													
Accounting, Bookkeep.	14.0100			28	30	52	26	36	15	7	195	824	
Business Ed.	14.0201			54	6	42	27	35	3	4	160	199	
Clerical	14.0300	6	11	32	79				9	7	31	318	
Programmer	14.0203							2	1	3	3	54	
Ed. Asst.	14.0600	2	49	43		105	1	50	1	1	9	10	
Secretary	14.0700							1	1	4	4	361	
Technical													
Civil Eng. Tech.	16.0106			4						15	1	19	
Electrical Tech.	16.0107			2						2	1	44	
Electro-Mech.	16.0109									8	3	51	

Table VIII (cont.)

Occupation	Code	Billings		Butte		Great Falls		Helena		Missoula		Total
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Trades & Industry												
Air Cond. & Refrig.	17.0100	59	2			45		86	2	59	2	61
Auto Body Repair	17.0301	49	3					74	3	94	3	97
Auto Mechanics	17.0302	75	5	51	1			65	4	212	8	220
Aviation Occ.	17.0400							72	3	74	3	77
Ind. Electronics	17.0108							46	1	21	2	69
Building Trades	17.1001							21		203	8	75
Welding	17.2306	86	5	50				21		41		211
Machine Shop	17.2302			20	1			16		16		43
Radio-TV	17.1500							17		17		16
Truck & Coach Mech.	17.9900							5		5		17
Truck Driving	17.9901											5
Drafting	17.1300	20	15	14	10							49
Diesel Mech.	17.1200	83	2			41				124	2	126
Small Engine Repair	17.3100							26	1	49	1	50
Multi-Occupation	17.9902							14		14	21	35
Watchmaking	17.2100							15		15	1	16
Heavy Equip. Maint.	17.1003									28		28
Heavy Equip. Oper.	17.1003							17	1	17	1	18
Total		440	306	239	233	120	481	515	191	278	548	1,592
GRAND TOTAL		746	472			601		706		826		3,351

Table IX

FY Secondary Planned and Actual Expenses

LEA	O.E. Code	PLANNED		ACTUAL		Total	Enrollment (Completers)
		Est. Enroll.	State Funds	Federal Funds	Local Funds		
Beaverhead Co. H.S.	01.0100	78	1,039	3,039	31,622	34,661	60 (46)
	09.0101	56	1,306	1,306	19,380	22,941	133 (122)
	14.0702	12	376	376	7,105	7,481	19 (19)
Chinook H.S.	01.0100	47	1,761	1,761	17,401	19,162	103 (99)
	09.0101	65	1,269	1,269	14,449	15,955	82 (82)
	14.0702C	7	210	210	17,865	18,375	17 (17)
Harlem H.S.	01.0100	40	1,668	2,850	20,779	23,629	50 (48)
	01.0300	14	1,182	1,127	16,124	19,217	60 (40)
	09.0101	44	1,127	2,299	1,966	1,966	60 (40)
Turner H.S.	01.0100	20	1,098	2,635	19,431	22,066	40 (40)
	01.0300	14	1,537				
	09.0101	26	585	591	585	14,250	62 (62)
Broadwater Co. H.S.	14.0702	7	210	210	3,380	3,590	7 (6)
	99.0402						
Red Lodge H.S.	01.0100	18	747	747	9,469	10,216	15 (15)
	09.0101	56	1,345	1,345	12,807	18,878	20 (19)
	14.0704	6	194	194	8,761	8,955	9 (9)
Bridger H.S.	17.0302	9	549	549	9,803	10,352	24 (24)
	17.2306	9	768	767	7,117	7,884	10 (10)
	01.0100	53	2,415	2,415	18,579	20,994	68 (60)
Joliet H.S.	09.0101	18	506	506	11,614	12,619	44 (44)
	01.0100	60	787	2,787	17,340	20,127	43 (41)
	14.0702	4	147	147	3,765	3,912	7 (7)
Fromberg H.S.	01.0100	42	407	2,407	13,148	15,555	12,641
	09.0101				12,111	530	11,120
	14.0303						

Table IX (page 2)

FY Secondary Planned and Actual Expenses

LEA	O.E. Code	Est. Enroll.	PLANNED		ACTUAL		Total	Enrollment (Completers)	
			State Funds	Federal Funds	Local Funds	Federal Funds			
Belfry H.S.	01.0100 14.0303	20 2	1,111 113		1,411 113	14,519	15,930	22 (22)	
Great Falls H.S.	01.0200 04.0800C 09.0101	50 122 704	1,383 1,619 1,012	2,014 5,759 14,639	18,500 56,782 134,829		20,514 62,541 168,529	14 (14) 107 (99) 841 (824)	
Cascade H.S.	09.0103 09.0106 09.0107 09.0201C 09.0203C 14.0702 14.0702C 14.0704 17.0302 17.1001 17.1300 17.1500 17.2300 17.9901	10 8 13 44 67 63 53 12 80 28 43 64 43 100	199 169 259 584 1,333 1,672 1,406 12 4,273 1,135 1,234 1,274 1,871 1,990	6,341 14,639		19,061			
Centerville H.S.	09.0101 09.0202 14.0702 17.0302 17.2306	33 4 8 6 7	911 74 294 221 322	59	911 74 294 221 322	9,551 3,513 8,641 7,376 3,573	673	11,135 3,587 8,935 7,597 3,895	
Belt H.S.	01.0100 01.0300 09.0101	40 18 57	1,447 669 1,248		2,116 8,695	24,739 376	26,855 (40) 40 (60)	40 67 67	

Table IX (page 3)

FY Secondary Planned and Actual Expenses

LEA	O.E. Code	PLANNED		ACTUAL		Total	Enrollment (Completers)
		Ex ^{t.} Enroll.	State Funds	Federal Funds	Local Funds		
Simmons H.S.	01.0100	68	2,820	4,893	12,154	17,047	(65)
	01.0300	50	2,073	1,045	11,415	14,840	(62)
	09.0101	+2	1,045	1,261	21,742	23,003	(17)
	14.0704	19	1,261				
Fort Benton H.S.	09.0101	30	697	697	12,407	13,535	(34)
	14.0303	16	487	487	8,624	9,111	(10)
	17.0302	11	670				
	17.2300	13	548				
Big Sandy H.S.	01.0100	77	3,435	3,435	19,326	22,761	(62)
	09.0101	35	937	937	9,241	10,399	(29)
	14.0303	11	393				
	14.0702	7	250	643	8,094	8,737	(7)
Custer Co. H.S.	01.0300	65	4,199	4,199	28,044	32,243	(53)
	04.0800	43	1,331	1,331	11,849	13,180	(47)
	09.0101	79	1,846	1,846	14,482	17,211	(50)
	14.0303C	38	2,105	2,105	21,242	23,347	(15)
	17.0302	25	1,974	1,974	20,756	22,730	(28)
	17.1001	19	882	882	15,756	16,638	(11)
	17.2306	29	1,142	1,142	15,529	16,761	
	99.0402	10	116	116	7,794	7,910	(7)
	01.0100	53	2,278	2,278	15,965	18,243	(26)
	09.0101	54	1,392	1,392	10,572	12,115	(53)
	14.0303	6	204	204	7,729	7,733	(14)
	17.1001	9	460	460	8,803	9,263	(7)
	99.0402						(14)
Dawson Co. H.S.	04.0800C	48	944	944	14,490	15,434	(46)
	09.0101	174	4,040	2,248	4,040	28,328	(23)
	14.0702	22	681		681	10,712	(28)
	17.0302	37	1,146	1,248	1,393	22,332	(54)
	17.0302C	8	248	453	7,276	7,720	(12)
	17.1500	19	453	944	18,424	19,368	(10)
	17.2300	30	944				
	17.2306	57	2,206				
	17.2306C	16	929	3,135	38,325	41,460	(76)

Table IX (page 4)

FY Secondary Planned and Actual Expenses

LEA	O.E. Code	Est. Enroll.	PLANNED		ACTUAL		Enrollment (Completers)
			State Funds	Federal Funds	State Funds	Federal Funds	
Anaconda H.S.	09.0101	151	3,005	1,412	3,005	47,336	988
	14.0702	34	1,805	1,805	12,617		51,329
	17.0200	77	1,028	1,028	22,203		14,422
	17.1001	43	1,732	1,732	25,106		23,231
	17.1300	31	617	617	13,576		26,838
	17.2300	54	1,433	1,433	16,717		14,193
	17.2306	39	1,493	1,493	23,077		18,150
	17.3100	89	1,781	1,781	20,511		22,492
	01.0100	34	1,229	1,229	27,856		22,292
	04.0800C	32	1,456	1,456	16,188		16,644
Baker H.S.	09.0101	69	1,475	1,072	1,475	15,449	1,134
	14.0303C	10	299	441	741	6,999	
	14.0702	15	441	441	289	28,825	
	17.1001	8	289	289	289		29,114
	01.0100	25	1,721	1,721	13,292		14
	09.0101	15	628	628	7,574	329	(13)
	01.0100	60	3,057	3,057	27,450		8
Fergus H.S.	09.0101	128	2,984	2,984	21,177	1,260	
	14.0702	17	1,053	1,053	17,957		
	09.0101	36	1,161	1,161	12,930	782	
Moore H.S.	99.0402				9,788		
	01.0100	32	2,395	2,395	16,833		
	09.0101	31	1,371	1,182	14,955	576	
	01.0100	38	2,877	3,331	19,374	22,705	
Winifred H.S.	01.0100C	6	454				
						42	(41)

Table IX (page 5)

FY Secondary Planned and Actual Expenditure

LEA	U.E. Code	PLANNED		ACTUAL		Total	Enrollment (Completers)
		Federal Funds	State Funds	State Funds	Federal Funds		
Flathead H.S.							
01.0100	06	7,431	8,437	73,299		81,736	96 (96)
01.0300C	10	1,006					
04.0800C	4	836	836	10,344		11,380	36 (36)
09.0101	27	918	7,918	25,153		32,536	186 (140)
09.0201C	27	209	209	6,955		7,954	140 (130)
09.0203C	45	1,057	1,057	14,921		15,974	15 (24)
14.0303	36	1,115	1,115	8,836		9,851	55 (58)
15.0301	60	1,193	1,393	15,111		16,506	65 (48)
17.0302	39	1,415					
17.0302C	23	1,393	1,808	33,632		35,440	82 (72)
17.11001	19	1,411					
17.11001C	13	805	1,240	17,471		18,717	37 (33)
17.1300	67	1,567	1,567	17,937		17,504	79 (79)
17.1900	36	836	836	13,607		14,443	15 (15)
17.4300	24	681	681	16,070		16,551	24 (24)
Big Fork H.S.							
09.0101	21	452	1,648	1,863	13,812	917	36 (36)
09.0103	23	494					
09.0107	25	526					
09.0109	5	95					
09.0199	14	295					
17.0302	8	1,726	1,726	12,946		14,666	48 (48)
Manhattan H.S.							
01.0100	54	2,291	3,52	14,834		14,834	30 (30)
01.0300	25	1,061					
09.0101	48	1,222	907	1,222	8,250	11,085	48 (49)
Bozeman H.S.							
04.0800C	34	451	26,206	2,195		28,557	36 (250)
09.0101	115	2,289	2,289	70,921		72,594	
09.0102	9	189					
14.0702C	7	186	186	14,666		14,852	24 (18)
17.0302	0	1,871	1,871	22,221		22,092	70 (70)
17.1001	29	1,174	1,174	20,714		21,888	29 (29)
17.1300	22	448	448	13,163		13,611	22 (22)
17.1900	58	1,164	1,164	10,342		11,506	58 (58)
17.2300	33	889	889	14,562		15,451	33 (33)
99.0402	24	239	239			242	

Table IV (page 6)

FY Secondary Planned and Actual Expenses

Table IX (page 7)

FY Secondary Planned and Actual Expenses

LEA	O.E. Code	PLANNED		ACTUAL		Enrollment (Completers)
		Fed. State Funds	Federal Funds	State Funds	Local Funds	
Rudyar H.S.	09.0101 17.2306	2,072 1,795	1,164	2,072 1,798	16,800 8,804	398 ,600
Inverness H.S.	09.0101 17.0303	717 487	338			
Whitehall H.S.	01.0100 01.0300 69.0101 17.1001 99.0402	920 1,061 1,379 1,114 212	665 62c	1,379 9,881	10,624 9,881	1,759 10,507
Jefferson H.S.	09.0101 17.0303C	97 121	164 131	2,164 2,131	21,289 8,249	1,624 8,680
Hobson H.S.	01.0100 09.0101 17.0303	31 43 40	1,620 1,342 1,666	1,620 1,342 1,666	18,747 11,996 11,746	1,656 1,644 1,612
Polson H.S.	01.0100 09.0101 09.0203 17.0303C 17.1900 17.3100 99.0402	45 77 101 13 15 39 32	1,794 1,126 234 415 550 1,136 383	1,795 1,842 239 415 1,357 2,069 383	13,947 13,556 7,625 1,357 4,778	1,742 855 201 117 494 6
St. Ignatius H.S.	02.0101 17.2300 99.0402	43 8 45	607 514 663	1,037 1,177	15,224 29,488	1,624 1,664 1,612

Table IX (page 8)

FY Secondary Planned and Actual Expenses

LEA	O.E. Code	PLANNED			ACTUAL			Enrollment (Completers)
		Est. Enroll.	State Funds	Federal Funds	Local Funds	Federal Funds	Total	
Helena H.S.	04.0800C	170	2,262	2,262	48,312	50,574	186	(186)
	09.0101	386	8,327	8,329	93,006	106,200	386	(384)
	09.0203	9	358	358	5,154	5,512	10	(9)
	14.0303	72	2,906					
	14.0303C	18	491					
	14.0702	37	1,552					
	14.0702C	15	411					
	14.0704C	15	385					
	17.0302	47	11,969	11,969	86,000	97,994	235	(230)
	17.1001	67	2,130	2,130	34,667	36,797	75	(74)
Troy H.S.	17.1300	94	1,881	1,881	31,141	33,022	94	(94)
	17.1500	128	2,547	2,547	28,660	31,208	129	(128)
	17.2306	115	7,497	7,497	61,110	68,607	115	(115)
	17.3100	17	677	677	14,330	15,007	17	(17)
	01.0100	40	2,327	2,327	17,772	20,098	52	(50)
	09.0101	37	1,275	1,275	11,737	13,253	42	(42)
	14.0702	10	965	965	10,300	11,265	10	(10)
Augusta H.S.	09.0101	51	1,182	1,182	11,628	14,450	79	(79)
	14.0702	10	293	293	10,373	10,667	15	(14)
	17.1001	8	371	371				
	99.0402	3	371	371	742	20,827	21,569	(42)
	04.0800C	112	1,734	1,734	51,361	23,094	117	(114)
Libby H.S.	09.0101	100	2,310	2,310	32,041	36,089	246	(246)
	09.0203	7	58	58	2,432	2,490	14	(14)
	14.0303C	27	1,517	1,517	18,872	20,390	58	(38)
	14.0704	27	1,517	1,517				
	17.0302	95	3,514	3,514	24,455	27,969	20	(19)
	17.1001	21	998	998	1,682	15,680	18	(17)
	17.2306	62	2,399	2,399	19,958	22,257	15	(15)

Table IX (page 9)

FY Secondary Planning and Actual Expenditures

LEA	O.E. Code	PLANNED		ACTUAL		Enrollment (Completers)	
		State Funds	Federal Funds	Local Funds	Federal Funds	Total Enrollment	(100)
Livingston, H.S.	09.0101	159	1,053	1,487	1,487	1,728	105
	09.0102	2	4	4	4	4	4
	09.0103	5	124	124	124	124	124
	09.0107	8	179	179	179	179	179
	09.0109	7	148	148	148	148	148
	14.0303	8	255	255	255	255	255
	17.0302	21	1,209	1,209	1,209	1,209	1,209
	17.1001	6	253	432	432	432	432
	17.2306	41	2,917	2,917	2,917	2,917	2,917
	99.0402	17	179	179	179	179	179
Shelton H.S.	01.0100	59	2,685	2,685	2,685	2,685	2,685
	09.0101	82	2,234	2,234	2,234	2,234	2,234
	14.0303	11	297	297	297	297	297
	01.0100	7	654	654	654	654	654
	01.0300	15	1,334	1,334	1,334	1,334	1,334
	09.3101	28	931	1,192	931	1,192	1,192
Twin Bridges H.S.	01.0100	7	807	807	807	807	807
	01.0300	15	1,432	1,432	1,432	1,432	1,432
	09.3101	28	523	223	223	223	223
	14.0702	5	356	2,356	2,356	2,356	2,356
	17.0302	29	503	503	503	503	503
	99.0402	16					
White Sulphur Springs, H.S.	09.0101	47	1,112	1,112	2,268	54,627	54,627
	14.0702	5	156	156			
	17.0302	29	3,296	3,296			
	99.0402	16	5,716	5,716			
Missoula H.S.	01.0100	40	63	63	2,268	54,627	54,627
	01.0100C	3					
	01.0700	79					
	04.0800C	366					
	07.0303	6					
	07.9900	22	185	185	247	24,614	24,614
	09.0101	1403	21,961	10,536	21,961	161,122	161,122
	09.0201	76	42	396	396	13,392	13,392
	09.0299C	114	85	2,378	2,378	25,648	25,648
	14.0303	41	855	855	6,280	6,280	6,280
	14.0702C	48	2,003	2,003	65,370	65,370	65,370
	14.0704C	82	3,422	3,422			

Table IX (page 10)

FY Secondary Planned and Actual Expenses

LEA	O.E. Code	Est. Enroll.	PLANNED		ACTUAL		Enrollment (Completers)
			Federal Funds	State Funds	Local Funds	Federal Funds	
Missoula H.S. (cont.)	17.0302	91	2,848	33,500	36,348		
	17.1001	40	939	939	39,223		
	17.1300	48	1,138	22,067	23,205	162	
	17.1500	3	70	9,612	9,682	35	
	17.2300	41	1,346	16,982	18,328	114	
	17.506	33	1,310	1,310	19,319	34	
	99.0402	101	1,165	12,341	12,526	418	
	17.9901C	12	188	5,136	5,324	13	
	01.0100	28	1,257	17,228	18,485	61	
	09.0101	50	1,037	12,413	13,975	66	
	14.0303	7	419	6,092	6,511	8	
Roundup H.S.	17.0302	15	866			10	
	99.0402	13	136	1,002	13,903	34	
	01.0100	25	1,718	16,171	17,889	28	
	09.0101	21	883	222	883	25	
Molstone H.S.				7,929	320	9,132	
	01.0100	86	2,853	20,806	23,659	80	
	04.0800C	26	690	8,171	8,861	16	
	09.0101	165	3,294	12,319	20,295	191	
	14.0303C	15	823	823	14,316	49	
	17.1001	27	1,612	1,612	20,246	20	
	99.0402			18,634			
Clyde Park H.S.	01.0100	30	1,947	13,572	16,207	22	
	01.0300	9	988			12	
	09.0101	6	198	253	391	19	
	09.0103	4	132			(19)	
	09.0109	8	263				
	09.0199	9	296				
	14.0303	8	703	703	8,232	6	

Table IX (page 11)

FY Secondary Planned and Actual Expenditures

LEA	Obj. Code	Planned Enrollment	State Funds	Federal Funds	Actual			Total	Enrollment (Completers)
					State Funds	Federal Funds	Total		
Saco H.S.	1.010	8	2,400						
Maita H.S.	1.0100	2	2,482	2,481	18,637	1,007	19,644	18	(44)
	09.0101	2	2,453	2,453	17,755	1,007	18,762	63	(83)
	14.0301	2	34	34				17	(17)
	14.0701	10	300		643	14,072	14,715	13	(13)
Conrad H.S.	1.0100	14	979						
	01.0300	128	1,494		6,243	26,544	32,787	16	(16)
	01.9900	11	769					139	(99)
	14.0303	14	391		2,182	13,016	15,198	7	(7)
	14.0702	23	1,315						
	14.0704	17	476		1,437	16,178	18,615		
	19.0101	68	1,437						
Calier H.S.	09.0101	38	1,021						
	09.0402	33	450						
Powder River Co. H.S.	01.0100	35	1,369		1,369	14,437	15,806	18	(17)
	09.0101	36	845	478	845	21,928	22,773	14	(40)
	14.0702	4	141		141	7,745	7,886	15	(16)
	14.1001	10	469		792	13,707	14,199	25	(25)
	99.0402	19	323						
Powell Co. H.S.	01.0100	74	3,935		3,935	33,754	37,689	69	(63)
	09.0101	98	2,337	2,768	2,337	15,692	17,029	75	(64)
	14.0704	23	728		728	23,750	24,478	19	(11)
	99.0402	31	374		374	18,487	18,861	29	(24)
Corvallis H.S.	09.0101	16	368		368	10,589	4,060	11	(87)
	14.0702	16	476		476	6,888	7,363	49	(11)
Stevensville H.S.	01.0100	105	7,418		6,418	24,345	31,763	85	(85)
	09.0101	84	1,745	2,407	1,745	11,150	9,165	98	(88)
	14.0303	9	262			9,397	9,659	9	

Table IX (page 12)

FY Secondary Planned and Actual Expenses

LEA	PLANNED			ACTUAL			Enrollment (Completers)	
	U.E. Tot.	Est. Enroll.	State Funds	Federal Funds	State Funds	Local Funds	Federal Funds	
Hamilton H.S.	09.0101 17.0301 17.1001 09.0401 03.0401	126 9 20 38	2,511 239 598 379	842	2,511 239 598 379	14,808 16,661 19,911 13,806	1,069	18,388 16,900 20,509 5,412 14,185
Victor H.S.	09.0101 03.0295 17.0301 04.0401	34 12 22 33	939 326 816 449	331 15	939 326 816 449	8,373 10,932 7,259 9,331	1,945	11,257 11,258 8,075 9,780
Florence-Carlton H.S.	09.0101 17.0301 07.0701	31 8 2	718 247 77	718 247 77	14,549 6,666	733	16,000 6,990	29 9 (9)
Darby H.S.	17.0301	1	8,984	8,984	18	(1)		
Sidney H.S.	01.0101 04.0800 04.0800 02.0101 17.0701 17.0701 04.0401	76 26 7 147 12 8 41	2,544 348 94 2,953 321 214 412	2,544 348 94 2,953 19,762 536 412	23,578 9,421 873 19,762 6,594 7,130 17,681	26,122 9,863	95 27 (27)	
Fairview H.S.	01.0101 01.0101 17.0301 17.0701 17.0301	78 55 10 2 23	4,979 1,382 332 66 1,560	670	4,979 1,382 332 66 1,560	31,982 13,225 12,327 1,105 21,105	1,105 15,713 12,725 11 22,665	
Culbertson H.S.	01.0101 02.0101 04.0701	40 22 6	2,030 677 261	441	2,030 677 261	16,735 8,313 5,836	470 9,460 6,087	

Table IX (page 13)

FY Secondary Planned and Actual Expenses

LEA	O.E. Code	PLANNED			ACTUAL			Enrollment (Completers)
		Est. Enr.	State Funds	Federal Funds	State Funds	Local Funds	Federal Funds	
Wolf Point H.S.	01.0100	1,784	1,287	2,301	27,427	6,728	66	(66)
	09.0101	754	754	1,558	15,544	1,445	62	(62)
	09.0199	195	195	195	195	854	16	(13)
	14.0702	47	47	47	47	709	4	(4)
	99.0402							
Bainville H.S.	01.0100	14	17c	1,976	17,915	1,841	14	(1)
Forsyth H.S.	01.0100	75	2,970	2,970	23,604	574	45	(45)
	09.0101	32	755	755	11,530	1,035	44	(44)
	14.0303	5	173	173	16,346	6,519	3	(3)
Rosebud H.S.	01.0100	72	5,769	5,269	5,964	333	34	(34)
	09.0101	39	1,712	882	1,712	701	30	(30)
	14.0303	6	176	176	1,802	1,78	48	(48)
Colstrip H.S.	09.0101	57	1,522	665				
	09.0102	9	251	1,024				
	14.0303	15	15	706				
	14.0702	20	20	706				
	99.0402	21	21	706				
Plains H.S.	09.0101	52	1,124	1,224	6,053	1,115	42	(42)
	14.0702	23	722	722	15,527	2,449	21	(21)
	99.0402				11,809	11,809	29	(29)
Hot Springs H.S.	09.0101	41	1,324	1,324	11,660	804	56	(56)
	14.0303	12	517	517	9,052	9,569	19	(19)
	17.0302	12	538	538				
	17.2306	13	700	700	1,319	15,450	92	(91)
	99.0402	5	81	81				
Medicine Lake H.S.	01.0100	45	2,597	2,597	17,761	20,358	43	(43)
	09.0101	13	462	805	11,457	12,842	27	(26)

FY Secondary Planned and Actual Expenses

LEA	O.E. Code	Est. Enroll.	PLANNED		ACTUAL		Total	Enrollment (Completers)
			Federal Funds	State Funds	Local Funds	Federal Funds		
Plentywood H.S.	01.0100	59	2,101	3,767	14,910	18,677	55	(53)
	09.0101		1,282	1,282	17,009	18,338	40	(38)
	01.0300		1,667			47	12	(12)
Park City H.S.	01.0100	45	1,943	1,944	26,519	28,463	63	(57)
	09.0101	45	1,166	1,166	11,639	276	37	(31)
Columbus H.S.	01.0100	88	3,638	3,638	27,897	31,535	87	(84)
	09.0101	37	918	918	11,077	12,608	37	(37)
	14.0303	15	513	513	12,580	13,092		
Rapelle H.S.	99.0402							
	99.0401							
	14.0303							
Absarokee H.S.	01.0100	40	1,819	1,819	12,656	14,475	94	(94)
	09.0101	59	1,589	1,590	10,639	13,158	59	(59)
	14.0303	6	233	234	10,218	10,452	7	(6)
Sweet Grass H.S.	01.0100	144	6,470	6,470	39,822	46,292	121	(120)
	09.0101	70	1,881	1,881	11,710	20,796	59	(59)
	14.0303	12	448	448	11,503	11,951	12	(12)
Choteau H.S.	01.0100	67	3,151	3,151	21,928	25,079	117	(64)
	09.0101	79	1,642	1,642	15,947	18,561	74	(60)
Fairfield H.S.	01.0100	35	1,427	2,140	18,195	20,335	17	(17)
	01.0300	17	713				17	(17)
	09.0101	45	1,113	588	9,261	719	45	(45)
Dutton H.S.	14.0704	10	652		7,686	8,338	10	(10)
	17.0302	20	1,304		1,304	12,692	20	(20)
Sunburst H.S.	01.0100	33	1,921	1,921	14,112	16,033	33	(26)
	17.0302	26	2,184	2,184	23,597	25,781	26	(26)

Table IX (page 15)

FY Secondary Planned and Actual Expenses

LEA	O.E. Code	PLANNED		ACTUAL		Enrollment (Completers)
		Est. Enr.	State Funds	Federal Funds	Local Funds	
Shelby H.S.	01.0100	2,611	2,611	2,611	23,723	63
	09.0101	4,407	4,407	4,467	13,857	82
	14.0303	325	325	395	14,035	(14)
	14.0702	71	71	71	71	
	17.0302	767	767	767	8,359	
	49					
Glasgow H.S.	09.0101	223	438	438	28,436	206
	14.0303	26	690	690	11,834	(190)
	17.0302	31	2,508	2,508	23,202	34
	99.0402	27	269	269	10,862	(34)
						(19)
						25
Hinsdale H.S.	01.0100	21	1,489	3,116	22,346	26
	01.0300	16	1,627	665	7,096	(28)
	09.0101	16	1,265	665	661	(9)
						(14)
Oppheim H.S.	01.0100	42	2,129	1,129	15,327	55
	09.0101	44	1,277	1,277	17,532	(34)
	14.0303	9	697	697	8,266	(32)
						55
						(9)
Nashua H.S.	09.0101	60	1,883	1,883	3,417	70
	14.0303	14	498	498	7,429	(61)
						5
						(5)
Harlowton H.S.	01.0100	51	2,186	2,186	2,093	71
	09.0101	75	1,942	1,787	1,942	(71)
	14.0303	6	206	206	10,824	60
						(57)
						(12)
Wibaux H.S.	01.0100	35	1,572	1,572	18,303	36
	09.0101	46	1,239	800	1,239	(35)
	14.0702	14	503	503	6,528	98
						(98)
						16
						(78)

Table IX (page 16)

For Secondary Planned and Actual Expenses

LEA	O.E. Code	PLANNED			ACTUAL			Enrollment (Completers)
		Est. Enroll.	State Funds	Federal Funds	State Funds	Local Funds	Federal Funds	
Billing H.S.	01.0100	140	10,886	10,886	49,609	60,495	602	(99)
	04.08300C	33	1,023	1,023	24,105	25,126	37	(37)
	09.0.020C	149	5,339	5,339	69,346	74,705	10	(110)
	14.0303C	70	4,370	9,546	41,181	50,727		
	14.0.02	83	5,176				09	(109)
	17.0302	190	11,777	14,777	118,944	130,721	16	(99)
	17.1001	172	8,019	8,019	86,316	16,590	1	(99)
	17.1310	42	1,952	1,952	31,009	32,961	20	(99)
	17.1510	60	2,789	2,789	27,986	30,775	8	48
	17.1900	103	4,788	4,788	46,714	51,502	9	49
	17.2305	103	6,415	6,415	58,595	55,010	9	(49)
	17.2902	42	1,952	1,952	12,795	14,748	21	(21)
Laurel H.S.	09.0101	167	3,878	1,655	3,878	38,768	1,564	(104)
	14.0233	38	1,176	1,176	1,687	27,939	2	(42)
	14.0702	16	511	511	2,786	15,018	12	(12)
	17.0302	45	787				405	(10)
Custer H.S.	01.0100	42	3,365	3,365	18,893	22,258	21	41
	14.0303	5	280	280	5,896	6,176	5	(5)
Broadview H.S.	09.0101	15	577	577	7,486	317	8,380	11 (8)
	14.0313	8	424	424	5,464	5,941	5	(2)
	14.0702	1	53					
	17.0302	10	1,591	1,591	6,047	9,638	3	(1)
Huntley Project H.S.	01.0101	79	2,781	3,638	46,644	50,334	70	(112)
	01.0202	25	857	3,033	3,033	24,201	702	28,936
	09.0101	144	3,033					(116)
Shepherd H.S.	09.0101	94	2,156	2,156	9,244	350	11,750	74
	14.0503	26	810	810	7,130	7,940	7	(65)
	17.0302	32	978	2,133	19,56	-1,389	23	
	17.1001	12	275					
	17.2305	23	879					

Table IX (page 17)

FY Secondary Planned and Actual Expenses:

LEA	O.E. Code	PLANNED		ACTUAL		Enrollment (Completers)
		Est. Enrollment	State Funds	Federal Funds	Local Funds	
Cardin H.S.	01.0100		2,623	12,591	15,214	
	04.0800C		318	7,457	7,775	(10)
	09.0101		1,797	15,204	102	(102)
	14.0704		271	11,464	29	(29)
	17.0302	31	1,340	10,625	72	(72)
Ronan H.S.	01.0100	70	2,418	33,849	6,267	(71)
	09.0101	163	3,389	35,742	41,691	157
	14.0303	4	111	41,217	2,115	22
	14.0702	6	116			(20)
	14.0702C	22	622			
	17.0302	15	829	829	14,414	36
	17.1001	25	725	24,455	12,130	27
	99.0402					(24)
Charlo H.S.	09.0101	50	1,148	12,463	1,633	27
	14.0303	5	153	11,266	1,513	(26)
	14.0702	3	92			(5)
	17.0302	12	735			(2)
	99.0402	24	390			
				1,125	22,304	
Butte H.S.	09.0101				1,427	48
	14.0704	40	1,920	19,715	2,636	(48)
	17.0302	50	3,127	38,945	42,072	
	17.1001	35	1,625	31,984	33,606	(51)
	17.1300	52	1,486	14,864	20,924	(55)
	17.1500	35	1,161	24,809	26,030	(90)
	17.2300	30	1,858	25,902	27,760	(32)
	17.2306	38	2,245	30,930	33,175	66
	17.3100	50	1,173	17,959	19,132	(76)
Whitefish H.S.					5,336	5,336
					21,770	720,000
					98,620	707,631
					7,531,968	1,183
					6,403,782	22,124
						(19,825)

NOTE: All refunds, final reports and closeouts had not been completed at the time this table was prepared.

IX. FISCAL SUMMARIES AND ASSURANCES OF COMPLIANCE

A. Summary of Funding by Level and Purpose

As stated elsewhere, the State Board of Vocational Education in 1977 decided not to allocate federal funds for adult vocational education programs for the 1978-79 biennium due to the severe limitations on funds. It should also be noted that the vocational technical centers in Montana are funded by institution rather than by program, consequently funding allocations will be reported by institution.

B. Fiscal Assurances

1. All secondary and postsecondary vocational education funds, whether federal or state, are awarded on the basis of project or institutional applications. All programs or activities supported by such funds have met the same requirements as federally funded programs.
2. State matching and maintenance of effort requirements were met only by actual expenditures of funds and no in-kind contributions were used. Revised systems were implemented in FY 79 to monitor maintenance of effort and insure that recipients of federal funds are in compliance. A continuing decrease in appropriated state funds has caused concern at the state level but it is anticipated that support will be adequate in future years to meet federal guidelines.
3. State and local expenditures in FY 1977 were \$8,311,370; \$10,053,128 in FY 1978; \$11,602,948 in FY 79; and \$13,785,843 in FY 1980.

C. Description of Formula

The formula for distribution of federal and state funds in Montana was structured around six formula factors in FY 1978. These six factors were:

- I. relative financial ability
- II. concentration of low income families
- III. excess program cost
- IV. vocational education needs
- V. program quality
- VI. elimination of sex stereotyping

Simulations of funds distribution indicated that the formula would indeed provide the greatest amount of funding to those districts with the greatest need. However, analysis of fund distribution at year end by each of the six factors discloses the following:

The relative financial ability factor is a reasonable indicator of the district's ability to pay the cost of vocational education. Deficiencies, however, were noted in some instances. Since Montana's state foundation aid program is weighted to provide greater funding to districts with a low ability to pay and to smaller districts, the apparent variations in the ability to pay may not actually exist to the degree the formula indicates. Additionally, outside sources of support (primarily federal) are not counted for formula computation purposes. The result of these variations is that a limited number of districts who may appear to have a low relative financial ability may indeed have a greater relative financial ability than the formula would indicate. Currently, a task force has been called together to study the state's foundation aid program and provide the Superintendent with recommendations for adjustment and changes. Changes indicated will be referred to the Montana legislature for action and enactment by fiscal year 1980. Such changes as occur may necessitate revision of this factor in subsequent years.

The concentration of low income families factor provides the strongest and most consistent indicator of relative need. Data is readily available for formula computation purposes, and review of formula fund distribution indicates this factor to be consistent in providing funds to districts with greater need. The Fiscal Year 1979 State Plan has modified the formula to provide for fifty of the possible one hundred points to be derived from the concentration of low income families.

The federal funding formula will be revised and implemented beginning with fiscal years 1981 (revision) and 1982 (implementation). The new formula provides better local data on relative ability to pay and depressed area designation.

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The federal funding formula will be revised and implemented beginning with fiscal years 1981 (revision) and 1982 (implementation). The new formula provides better local data on relative ability to pay and depressed area designation.

Response to Montana Advisory Council for Vocational Education in relation to recommendations presented in the Eleventh Annual Evaluation Report, March, 1981, (FY 1980 operations).

Recommendation #1

The Council recommends that direct involvement of local advisory committee members be included in on-site evaluations conducted by the state office. We feel this involvement will be helpful to the evaluation process and to the local advisory committee members.

Response

During the MERC/Q review conducted by the U.S. Department of Education on FY 1979 operations, a weakness involving equal representation on local advisory councils was presented. A comprehensive project to strengthen the operation and effectiveness of local advisory councils was initiated in FY 1980 and the second phase will continue into FY 1981. This project, conducted through Montana State University, will provide statewide training on participation, methods, needs, functions and goals of local advisory councils. This project will be available to all existing and anticipated councils and will address the importance of participation in all phases of vocational education programs at the local level. The Department of Vocational Education concurs with the recommendation and efforts will be made to develop this type of participation.

Recommendation #2

The Council recommends that systematic and reported follow-ups be conducted by the state office consultants to encourage and assist in implementing the recommendations made by the on-site evaluation teams. The evaluation will be much more valuable to everyone if it is considered an assistance and improvement type of support rather than a compliance activity.

Response

It should be noted that one of the major goals of the Department of Vocational Services is to provide all possible assistance to local educational agencies and each specialist is committed to this goal. There are certain criteria that have to be met to ensure the continued quality of vocational education programs in this state and this involves a compliance activity. Local educational agencies that do not comply with the necessary requirements are notified of problem areas and the assistance to eliminate the problem is made available. Many of the requirements placed on state and federal funding are based on legal and legislative intent. The Department of Vocational Services will make the effort to provide concise documentation of the assistance provided and available to local education agencies.

Recommendation #3

The Council recommends the unfilled or partially filled state consultant positions for vocational education be filled to provide adequate consultation assistance to the vocational education programs at the local level.

Response

Being consistent with the goals of this office, all efforts are being made to provide expertise and assistance to local educational agencies in all areas of vocational education. The anticipated cutbacks in state and federal funding will affect staffing patterns but all efforts will be made to provide the necessary services.

Recommendation #4

The Council recommends the legislature provide significant increases of state funds for vocational education and refrain from the procedure of directly appropriating federal vocational education funds (P.L. 94-482) to specific vocational education institutions.

Response

The Office of Public Instruction concurs with the intent of the recommendations of the Advisory Council with respect to the need for increased funding and the appropriate allotment procedures for federal vocational education funds.

As federal fund allocations dwindle through reduced funding and capping through fiscal year 1984, the need for state funding will become more critical in maintaining current (FY 82) levels of service.

Future dependence upon greater state aid will require legislative appropriations in concert with the Office of Public Instruction. However the distribution of federal vocational education funds should remain in the Office of Public Instruction to ensure that the objectives of P.L. 94-482 are met.

Recommendation #5

The Council recommends the Superintendent of Public Instruction provide improved procedures for funding both secondary vocational education and the postsecondary vo-tech centers.

Response

The funding and fund allocation procedures for state and federal monies are based on the legislative intent at the time the appropriations are approved. Procedures for the allocation of appropriated funds are indicated in the laws that approve the funding. Both state and federal appropriations provide definite formulas for these funds to be allocated.

Recommendation #6

The Council recommends the Superintendent of Public Instruction continue to take affirmative action to encourage male and female entrance into all occupational areas.

Response

The elimination of sex bias and sex stereotyping will continue to be a goal of the Department of Vocational Services and is included in the compliance aspect of project approval and evaluation.

Recommendation #7

The Council recommends a significant emphasis be placed on the development of appropriate vocational education programs to deal with present and potential job opportunities in the energy-related field.

Response

The Department of Vocational Services has initiated two federal funding sources that deal with energy-related occupations which are:

- a) funding available for apprenticeship programs in all vocational areas and,
- b) funding available for programs that are industry-related and involve emerging and emergency occupations with a demonstrated occupational demand.

One problem encountered nationally with energy related occupations is the need for many diverse occupational fields to produce new energy systems. Labor union and training program problems will have to be addressed prior to the implementation of programs specifically designed to provide occupational training in energy-related fields. We agree with the Advisory Council that these type of programs are needed in Montana.

SUMMARY

The Department of Vocational Services will continue the process of maintaining and developing programs that assure the needs of vocational students will be met. Anticipated future adjustments include revised federal funding formula, funding increases for apprenticeship programs, implementation of funding for emerging and emergency occupations to meet current demands and development of data reporting systems.

PUBLIC COMMENTS
ON PLANNING, REPORTING AND OPERATIONS

1. Comment: There was not enough money for displaced homemakers.
Response: We have provided all available resources for projects in this area. The Five Year Plan provided \$1,500 for displaced homemaker assistance. Actual funds allocated in FY 80 were \$20,092.
2. Comment: The plan shows no funds designed by OPI for apprenticeship programs.
Response: Beginning with FY 1981, \$75,000 will be available for apprenticeship programs throughout the state. Approximately \$50,000 will be available in FY 1982.
3. Comment: In the state plan, what provisions for community college funding and vocational education are there?
Response: There is no funding specifically line itemed for community colleges. However, these institutions may apply for funding in the competitive grant areas. These areas include: Disadvantaged, Handicapped, Guidance, Research, Curriculum, Teacher Development, Displaced Homemakers and Special Disadvantaged.
4. Comment: I feel that in the State Plan that counting students should be the same in any institution and right now it is questionable whether we are counting contact hours or FTE's or how they are counted.
Response: The Legislature has initiated a Tech Center study to determine funding formulas and other policies. At the present time, contact hours are used to determine most Tech Center funding.

The above comments are condensed and represent the areas of greatest concern expressed at the public hearings.

LOCAL ADVISORY COUNCIL PARTICIPATION

Fiscal Year 1979 and 1980 evaluations indicated the local advisory councils were not providing the desired assistance in project operations. Each project application and evaluation instrument provides guidelines and requirements for local advisory councils. During the project review and approval process, it was found that the local information provided on unemployment, job needs and future opportunities increased the effectiveness of the project. Two major projects were initiated to increase awareness and participation of local advisory councils.

- 1) Public hearing format was revised in FY 79 to include state advisory, local advisory members and community representatives. The object was to involve the local community in the planning process and to increase local participation. It is anticipated that this process will be expanded for future planning periods.
- 2) A joint effort project between SACVE, Montana State University and the Division of Vocational Services was initiated to provide information to local advisory councils. The thrust of this project is to develop a film strip and commentary that will be available upon request to every LEA in the state providing information on local advisory councils. Public participation and expanded local participation will be generated as local communities in Montana become aware of the operation and needs of local advisory councils. A new informational handbook in conjunction with SACVE will be made available to all local communities.

The major impact of local advisory council participation was to identify local needs and areas where expansion should be considered. Primary emphasis was local unemployment, community college funding, apprenticeship programs, cooperative programs, emerging needs and expanded on the job skills. Local Advisory Council input and participation will be expanded in the future.



